DOCUMENT RESUME

ED 268 763 EC 182 367

AUTHOR	Avery, Susan; And Others
TITLE	Secondary Levels Curriculum Handbook Program for Emotionally Handicapped Students.
INSTITUTION	Pinellas County School Board, Clearwater, Fla.
PUB DATE	85
NOTE	140p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). For the elementary levels handbook, see EC 182 366.
PUB TYPE	Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Affective Behavior; *Behavior Modification; *Curriculum Development; *Emotional Disturbances; *Interpersonal Competence; Problem Solving; Relaxation Training; Secondary Education; Student Role; Teacher Role

ABSTRACT

The paper is intended as a guide to the levels curriculum for teachers of emotionally handicapped secondary students. The levels curriculum is introduced as a motivational system for behavioral improvement based on a series of steps with increasing student priveleges and responsibilities. Students develop individual goals and learn communication, social, and problem solving skills in affective groups. The curriculum is organized on three basic levels plus an orientation and a disciplinary level. The levels are explained in terms of eligibility, purpose, teacher responsibilities, student responsibilities, student privileges, and criteria for advancement. A section on behavior management addresses such topics as assertive discipline, behavior modification, contingency management, and the differences between discipline and punishment. A discussion of affective education includes guidelines for providing feedback, role playing, life space interviewing, and reality therapy, along with a list of inappropriate responses for communicating with students. Eight relaxation lessons are also included. A section on recordkeeping covers such aspects as anecdotal records, daily levels graphs, mainstream progress reports, and behavior agreements. Bibliographies on behavior management and affective education conclude the document. (CL)

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SECONDARY LEVELS CURRICULUM HANDBOOK
PROGRAM FOR
EMOTIONALLY HANDICAPPED STUDENTS

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
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Paper presented at the Annual Convention

of the

Council for Exceptional Children

(64th, New Orleans, LA, March 31-April 4, 1986)

SECONDARY LEVELS
CURRICULUM HANDBOOK

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

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Acknowledgements

During the 1982-83 school year, a group of "Think Tank" teachers in the Program for Emotionally Handicapped and Severely Emotionally Disturbed Students met periodically to develop program areas important to a curriculum for emotionally handicapped students. The teachers determined that the curriculum should be consistent countywide and should emphasize a positive, motivational approach that assisted students in changing behavior. The "Think Tank" teachers decided to use a Levels system approach to behavior management. This approach was piloted in seven elementary, middle, and high school EH classes the following year (1983-84). The pilot teachers came together in the summer of 1984 and wrote a comprehensive curriculum which was provided to all teachers in the program during the 1984-85 school year. Staff development days, after school workshops, and survey data were used to obtain teacher feedback. Based on teacher input, the curriculum was revised by a curriculum writing team in the summer of 1985.

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Florida Diagnostic Learning Resource System (FDLRS)

Multiagency Network for Severely Emotionally Disturbed Students (SED Network)

Word Processing (Student Services/DEES Annex)

Bureau of Education for Exceptional Students (BEES)

STATEMENT OF PURPOSE

The Levels Curriculum has been developed as a practical guide for teachers of Emotionally Handicapped Students. It is the intent of this curriculum to provide the classroom teacher of Emotionally Handicapped with a consistent framework of classroom management techniques and mainstreaming procedures.

PHILOSOPHY

An emotional handicap (EH) is evidenced by persistent and consistent maladaptive behavior which interferes with a student's learning process. This interruption in the learning process can come from acting out/aggressive behavior as well as withdrawn/passive behavior. An emotional handicap results in an inability to achieve adequate academic progress or satisfactory interpersonal relations which cannot be attributed primarily to physical, sensory or intellectual deficits. Students with disruptive behavior are not eligible unless they are also determined to be emotionally handicapped.

The Emotionally Handicapped Program is based on belief in the individual worth of each student and the right of the student to an education which allows him to progress to the degree to which he is able. Many Emotionally Handicapped students can learn to overcome the obstacles that prevent them from experiencing success in the regular classroom. This handicapping condition that necessitates placement in a special class is not always a life-long condition.

The purpose of the Emotionally Handicapped Program is to provide for a student with identified emotional handicaps an environment that supports him or her both academically and emotionally. The Emotionally Handicapped Program provides an environment to foster the individual student's growth toward his/her potential, socially and academically, including the possible return to general education.

The single most important aspect of this environment is the teacher. The teacher of emotionally handicapped students develops an atmosphere of trust, acceptance, and encouragement while providing a highly structured classroom to promote individual responsibility and self-discipline. However, the teacher does not work alone, but as a member of a team which includes general education teachers, school psychologists, social workers, guidance counselors, administrators, and parents, as well as professionals outside the school system.

The Emotionally Handicapped Program, through this curriculum, is designed to teach and reinforce the appropriate social behaviors which are necessary for functioning in the regular classroom and in everyday life.

GOALS

The Goals of the Emotionally Handicapped program include assisting the student in:

1. Developing the ability to comply with school procedures and rules.
2. Improving relationships with peers and adults.
3. Increasing feelings of self-worth.
4. Accepting responsibility for his/her own behaviors.
5. Acquiring skills for improving self-discipline.
6. Developing problem solving skills.
7. Improving academic skills through an individualized educational program.
8. Participating in general education as dictated by individual ability.

THE LEVELS CURRICULUM INTRODUCTION

The Levels Curriculum is a framework that provides the basic elements essential to the success of EH programs. The Levels Curriculum is the behavior management system used in all Pinellas County middle and high school EH classrooms.

The Levels curriculum is a motivational system for behavioral improvement which is based on a series of steps. At each step, student privileges increase as student responsibility increases. Emphasis is placed on moving behavioral control from the teacher to the student. The curriculum is structured around peer support and feedback. Students develop individual goals and learn communication, social, and problem solving skills in affective groups. Students practice social skills necessary for functioning within general education and in everyday life.

One of the strengths of the Levels Curriculum is its adaptability to other management strategies. The Levels Curriculum can be used as the sole behavior management system or in combination with other management techniques such as behavior modification and assertive discipline. The curriculum allows individual teacher flexibility in designing specific classroom activities.

The Secondary Levels Curriculum Handbook is comprised of four sections and a bibliography. Section I describes minimum requirements of the Levels Curriculum. Section II provides supplemental behavior management techniques. Affective skills including a relaxation component are provided in Section III. Levels forms and recordkeeping tools are presented in Section IV. The final section of the Levels Curriculum is an annotated bibliography of resources and materials.

Although presented separately, all sections of the Levels Curriculum Handbook are interrelated in practice. For example, Behavior Management and Affective Education incorporate similar concepts in implementation.

LEVELS

LEVELS CURRICULUM

The Levels Curriculum is composed of the following Levels:

Orientation Level: At this level students become familiar with the Levels Curriculum. The teacher evaluates the student's current level of behavioral performance and target behaviors are established.

Level I: Level I provides a highly structured and consistent classroom management system. This level is divided into three steps (A, B, and C). Criteria for student mastery becomes increasingly difficult as the students work toward Level II.

Level II: Students begin to internalize appropriate behaviors and develop the skills needed for successful school functioning.

Level III: Students demonstrate the motivation and skill necessary for successful participation in school activities. Students having met the criteria for Level III may be placed on trial dismissal.

Level D: Level D is a disciplinary level which is used only when a student exhibits extremely irresponsible behavior.

MINIMUM REQUIREMENTS

Minimum requirements which are implemented in middle and high school EH classes are as follows:

1. All students are assigned a Level following the procedures described in the Levels Curriculum Handbook.

2. Levels meetings are held as needed, and can be conducted during the affective group class period.

3. Student Accomplishment Records (point charts) are maintained for all students on Orientation, Level I, Level II and Level D.

4. Daily Level evaluations are conducted with each student to provide students with feedback as to performance (see Level Evaluation Forms page 103).

5. Anecdotal records are kept daily on all students.

6. Mainstream Progress Reports are sent to mainstream teachers of all students every three weeks.

7. Parent Progress Reports are sent out daily for Level D and Level I, and weekly for Level II and Level III.

8. A Levels Graph is kept on each student.

ORIENTATION LEVEL

Orientation is the entry level. All students enter on this level for observation and orientation to the program. Length of stay at this level is ten days.

I. Eligibility - All students who are new to the program and students returning from more than a six (6) month absence. This is also implemented at the beginning of each school year.

II. Purpose - To evaluate behavioral functioning.

III. Teacher Responsibilities

A. Determine behavioral functioning level. Maintain Student Accomplishment Record (point chart) (see page 111).
B. Determine effective rewards and consequences to motivate the individual student.
C. Orient student to classroom/school policies and procedures.
D. Complete Functional Assessment Review (FAR) if required.
E. Implement affective education program.
F. Provide structure and supervision at all times.

IV. Student Responsibilities

A. Attend school for ten days. (Days spent on Level D do not count toward meeting Orientation criteria.)

V. Student Privileges

A. Points may be earned and spent for rewards in the classroom. Students remain in classroom at all times unless accompanied by an adult (no passes) except when in process of class changes or lunchroom.

VI. Criteria for Advancement

A. Attends school for ten full days.
B. Meets required responsibilities in the classroom setting.
C. Completes diagnostic tests required in FAR.
D. New students earning 95% of points for each of the two weeks are assigned to Level II.
E. Returning students who maintain 95% of points may be assigned to the Level previously held.
F. Students not earning 95% of points will be assigned to Level I, Step A.

LEVEL I - STEP A

I. Eligibility - All students who have completed the Levels Orientation.

II. Purpose

A. To shape appropriate school behavior.

B. To improve consistency of appropriate behavioral responses.

C. To significantly decrease major outbursts.

D. To receive instruction in self-control and effective communication skills.

III. Teacher Responsibilities

A. Help students relabel problems throughout the day as one or more of the following:

1. Low self-image
2. Inconsideration of others
3. Inconsideration of self
4. Problems with authority
5. Misleading others (set-ups)
6. Easily angered
7. Aggravating others
8. Stealing
9. Lying
10. Fronting (bragging)

B. Structure entire day so that minimal free time occurs for any Level I student. Students may take scheduled bathroom breaks under adult supervision. Students do not leave classroom during bell passing time. Reward time is structured to minimize student movement and selection of activities.

C. Provide constant feedback to students regarding behavioral progress.

D. Conduct group meetings emphasizing the need to help one another (affective education).

E. Send daily parent progress reports home.

F. Conduct daily A.M. and P.M. Level Evaluations with each student when appropriate.

G. Maintain daily anecdotal records.

IV. Student Responsibilities

A. Comes prepared to work with books and materials.

B. Is on time to class.

C. Begins appropriate interactions with adults and at least one peer.

D. Attends school. If excused absence, student makes up work.

E. Completes assigned tasks with quality.

F. Returns signed daily parent progress reports.

G. Ignores inappropriate behavior of others.

H. Treats others with respect.

I. Identifies and establishes individual behavioral goals with help of teacher.

J. Demonstrates responsibility (follows class rules).

V. Student Privileges - Points may be earned and spent for rewards in the classroom.

VI. Criteria for Advancement

A. Meet 85% of criteria in Level Evaluations for 4 out of 5 days.

B. Students who have earned Level D are not eligible to advance.

C. All consequences such as detentions, make-up work, parent progress report are completed by the student.

D. Unexcused absences count as days where Level Evaluation criteria has not been met.

E. Students with excused absences may maintain the days accumulated for level advancement, if all responsibilities are met within the required time period. If the responsibilities are not met the student begins day one on level.

LEVEL I - STEP B

I. Eligibility - Students have successfully met Level I - Step A Criteria for advancement.

II. Purpose

A. To shape appropriate school behavioral responses.

B. To improve consistency of appropriate behavioral responses.

C. To significantly decrease major outbursts.

D. To receive instruction in self-control and effective communication skills.

III. Teacher Responsibilities

A. Help students relabel problems throughout the day as one or more of the following:

1. Low self-image
2. Inconsiderate of others
3. Inconsiderate of self
4. Problems with authority
5. Misleading others (set-ups)
6. Easily angered
7. Aggravating others
8. Stealing
9. Lying
10. Fronting (bragging)

B. Structure entire day so that minimal free time occurs for any Level I student. Students may take scheduled bathroom breaks under adult supervision. Students do not leave classroom during bell passing time. Reward time is structured to minimize student movement and selection of activities.

C. Provide constant feedback to students regarding behavioral progress.

D. Conduct group meetings emphasizing the need to help one another (affective education).

E. Send daily parent progress reports home.

F. Conduct daily A.M. and P.M. Level Evaluations with each student.

IV. Student Responsibilities

A. Comes prepared to work with books and materials.

B. Is on time to class.

C. Begins appropriate interactions with adults and at least one peer.

D. Attends school. If excused absence, student makes up work.

E. Completes assigned tasks with quality.

F. Returns signed daily parent progress reports.

G. Ignores inappropriate behavior of others.

H. Treats others with respect.

I. Identifies and establishes individual behavioral goals with help of teacher.

J. Demonstrates responsibility (follows class rules).

V. Student Privileges

A. Points may be earned and spent for rewards in the classroom.

B. Students may leave assigned seat to participate in reward time. Students must be assigned to a specific area.

VI. Criteria for Advancement

A. Meet 90% of criteria for four consecutive days.

B. Student must not have earned any Level D.

C. All consequences such as detentions, make-up work, etc., must be completed by the student.

D. Unexcused absences count as days where Level Evaluation criteria has not been met.

E. Students with excused absences may maintain the days accumulated for level advancement, if all responsibilities are met within the required time period. If the responsibilities are not met the student begins day one on level.

LEVEL I - STEP C

I. Eligibility - Student must have met criteria for Level I - Step B.

II. Purpose

A. To shape appropriate school behavior.

B. To improve consistency of appropriate behavioral responses.

C. To significantly decrease major outbursts.

D. To receive instruction in self-control and effective communication skills.

III. Teacher Responsibilities

A. Help students relabel problems throughout the day as one or more of the following:

1. Low self-image
2. Inconsiderate of others
3. Inconsiderate of self
4. Problems with authority
5. Misleading others (set-ups)
6. Easily angered
7. Aggravating others
8. Stealing
9. Lying
10. Fronting (bragging)

B. Structure entire day so that minimal free time occurs for any Level I student. Students may take scheduled bathroom breaks under adult supervision. Students do not leave classroom during bell passing time. Reward time is structured to minimize student movement and selection of activities.

C. Provide constant feedback to students regarding behavioral progress.

D. Conduct group meetings emphasizing the need to help one another (affective education).

E. Send daily parent progress reports home.

F. Conduct daily P.M. only Level Evaluations with each student.

G. Maintain daily anecdotal records.

IV. Student Responsibilities

A. Comes prepared to work with books and materials.

B. Is on time to class.

C. Begins appropriate interactions with adults and at least one peer.

D. Attends school. If excused absence, student makes up work.

E. Completes assigned tasks with quality.

F. Returns signed daily parent progress reports.

G. Ignores inappropriate behavior of others.

H. Treats others with respect.

I. Identifies and establishes individual behavioral goals with help of teacher.

J. Demonstrates responsibility (follows class rules).

V. Student Privileges

A. Points may be earned and spent for rewards in the classroom.

B. Student may have hall pass to use restroom.

C. Student has more choices for free time activities.

D. Student may bring tapes, records, and books from home for use during reward time with teacher permission.

VI. Criteria for Advancement

A. Meet level evaluations at 95% or better for five consecutive days.

B. Student must not have earned any Level D.

C. All consequences such as detentions, make-up work, etc., must be completed by the student.

D. Unexcused absences count as days where Level Evaluation criteria has not been met.

E. Students with excused absences may maintain the days accumulated for level advancement, if all responsibilities are met within the required time period. If the responsibilities are not met the student begins day one on level.

VII. Advancement Procedures - When a student has successfully completed all of the Level I requirements, he or she is eligible for advancement to Level II. When a student is eligible for advancement, he/she will meet with the group for positive feedback on accomplishments from peers, teachers, aide and significant others (parent, principal, assistant principal).

LEVEL II

I. Eligibility - Successful completion of Level One.

II. Purpose

- A. To internalize appropriate behaviors.
- B. To learn decision making/problem solving skills.
- C. To accept more challenging academic tasks.
- D. To learn to give and accept positive feedback.

III. Teacher Responsibilities

- A. Continue to relabel behavior for students.
- B. Provide choices for activities (special time activities, games, arts and crafts, computer time).
- C. Provide feedback to students regarding behavior progress.
- D. Conduct group meetings emphasizing the need to help one another (affective education).
- E. Provide instruction in problem-solving skills.
- F. Identify special projects/activities (field trips).
- G. Send a weekly parent progress report home.
- H. Conduct a daily level evaluation with each student.
- I. Maintain daily anecdotal records.

IV. Student Responsibilities

- A. Participates actively in required classes/activities with minimal disruption.
- B. Interacts with adults and peers appropriately on a frequent basis.
- C. Increases instructional level and amount of classwork with quality.
- D. Accepts responsibility and consequences for own behavior.

E. Gives and accepts positive feedback.

F. Completes homework assignments.

G. Attempts to apply problem-solving/decision-making skills.

H. Follows affective group rules.

I. Demonstrates ability to set own individual goals (2).

V. Student Privileges

A. All of the privileges of Level I.

B. Student has a larger variety of reward time activities, i.e., tape player and headphones.

C. Student may have hall passes.

D. Student may be eligible for special duties such as errands.

E. Student may leave classroom during passing time.

F. Student is eligible for field trip privileges.

VI. Criteria for Advancement:

A. Meet 95% of criteria in Level Evaluation for twenty consecutive school days.

B. All responsibilities such as detentions, make-up work, and returned parent progress reports must be completed by the student.

C. Student must not have earned any Level D.

D. Unexcused absences count as days where Level Evaluation criteria has not been met.

E. Students with excused absences may maintain the days accumulated for level advancement, if all responsibilities are met within the required time period. If the responsibilities are not met the student begins day one on level.

VII. Advancement Procedures - When a student has successfully completed all of the Level II requirements, he or she is eligible for advancement to Level III. When a student is eligible for advancement, he/she will meet with the group for positive feedback on accomplishments from peers, teacher, aide and significant others (i.e., parent, principal, assistant principal).

LEVEL III

I. Eligibility - All students who have successfully completed Level II.

II. Purpose

A. To consistently internalize appropriate behaviors.

B. To demonstrate appropriate decision making/problem solving skills.

C. To accept increased academic load.

D. To prepare for mainstreaming.

E. To provide an appropriate role model for students on Levels I and II.

III. Teacher Responsibilities

A. Continue to relabel behavior.

B. Provide feedback to students.

C. Conduct affective group meetings.

D. Provide student with special project or reward.

E. Conduct a weekly level evaluation with each student.

F. Send a weekly parent progress report home.

G. Maintain daily anecdotal records.

IV. Student Responsibilities

A. Completes all work and daily homework assignments with 80% accuracy.

B. Shows continued progress in required class activities as well as special projects.

C. Shows leadership in class by being an appropriate role model.

D. Demonstrates appropriate decision-making/problem-solving skills.

E. Interacts with adults and peers appropriately on a frequent basis.

F. Accepts responsibility and consequences for own behavior.

G. Assists other students in finding appropriate ways of handling difficult situations.

H. Interacts in affective group, gives and accepts feedback in discussion times.

I. Sets two individual goals and shows progress toward meeting these goals.

V. Student Privileges

A. All of the privileges of Level II.

B. Free period on Friday.

C. May function as a teacher assistant during academics.

D. May serve as leader during affective group.

E. Will serve as a peer counselor during class time.

VI. Criteria for Advancement

A. Meet 95% of criteria in Level Evaluation for 30 consecutive school days.

B. All responsibilities such as detentions, make-up work, and returned parent progress reports must be completed by the student.

C. Student must not have earned any Level D.

D. Unexcused absences count as days where Level Evaluation criteria has not been met.

E. Students with excused absences may maintain the days accumulated for level advancement, if all responsibilities are met within the required time period. If the responsibilities are not met the student begins day one on level.

VII. Advancement Procedures - When a student successfully has completed all of Level III requirements, a meeting will be held in which the student will be recommended for a trial dismissal. The teacher in the EH program will maintain weekly contact with the mainstream teacher to determine and assess student success. At the end of six weeks, the student will be considered for dismissal.

LEVEL D

Level D is considered to be a Disciplinary Level (in-school suspension) for the student who exhibits extremely irresponsible behavior. It is recommended that students assigned to Level D be relocated to another area outside the classroom with the teacher's aide. The teacher in the EH program speaks with the building administrator to make arrangements for use of a room or area for this purpose.

Students are assigned to Level D for a period of 1-3 consecutive days, depending upon which behavior was exhibited.

I. Eligibility Criteria - Student displays one or more of the following behaviors:

   A. Excessive verbal harassment to the point of disrupting classroom activities. Minimum 1 day.

   B. Minor physical aggression toward students or staff. Minimum 2 days.

   C. Physical assault to staff or students. Minimum 3 days.

   D. Stealing personal or school property. Minimum 2 days.

   E. Destruction of school or personal property. Minimum 2 days.

   F. Excessive class disruption. Minimum 1 day.

II. Purpose

   A. To allow student to gain control of behavior.

   B. To improve consistency of appropriate behavioral responses.

   C. To have an alternative to out-of-school suspension and/or referral to an administrator.

III. Teacher Responsibilities

   A. Locate and provide an area which will be an appropriate environment for Level D.

   B. Provide academic assignments.

   C. Provide structured behavioral point system with immediate feedback.

IV. Student Responsibilities

A. Participate in required activities/assignments.

B. Stay in assigned area unless accompanied by staff.

C. Earn 100% of points for required amount of days.

D. Remain on Level D until all points have been met for the consecutive number of days.

V. Student Privileges

No privileges are given automatically. Breaks may be earned with responsible behaviors at the discretion of the supervising staff member.

VI. Criteria for Advancement - Students earning 100% of points for the required number of consecutive days on Level D may return to the EH classroom.

DROPPING LEVELS

Students may drop a level in one of the following ways:

1. Not meeting stated criteria in a level where "consecutive days" are required. (A meeting can be held with the teacher and student to discuss lack of progress. Student may be dropped to the previous level or placed on probation on current level.)

2. When students are assigned to Level D they re-enter the classroom at a lower level using the following guidelines:

Level Student Achieved Before Level D	Re-Entry Level
1B	1A
1C	1B
2 (with <10 days accumulated)	1C
2 (with >10 days accumulated)	2
3 (with <10 days accumulated)	2 + 10 days
3 (with >10 days accumulated)	3

GUIDELINES FOR LEVELS CURRICULUM IMPLEMENTATION

1. Discuss the Levels Curriculum with principals, administrative assistants, student services personnel and others within the school early in the school year.

2. Prepare classroom rule chart using Student Accomplishment Record (page 111) as a guide. Include any additional rules which are necessary.

3. Prepare charts or handouts for students describing responsibilities and privileges at each level. Prepare a consequence chart for Level D. A stairstep chart with moveable name tags is a useful visual tool for both teachers and students for movement within the Levels (see page 127).

4. Plan for free time activities, outings, etc., so that they may be structured and rewarding. There should be enough difference between Level I, Steps A, B, C and Level II free time activities to give students incentive to move up in levels.

5. Include the teacher aide in planning. Decide on responsibilities the teacher and the aide will assume in the implementation of the Levels Curriculum.

6. Devote some time to study the Levels Curriculum materials. Adapt forms as needed. Anticipate student attitudes and questions. Be prepared to address their attitudes and questions.

7. During the Orientation Level, go over rules and procedures governing the Levels Curriculum on a daily basis.

8. Teach a lesson on behavior goal setting since this is an activity all students must participate in as part of the Levels Curriculum (see page 37).

9. Contact the supervisor or resource teacher with any questions or concerns.

10. Implement the Levels Curriculum. Begin students on Orientation Level the first day of school.

11. Center around a discussion of behaviors and how the behaviors fit the labels listed in Level I at one of the first group level meetings.

BEHAVIOR MANAGEMENT

ASSERTIVE DISCIPLINE

Assertive Discipline is a competency-based approach to classroom and school discipline, designed to provide educators with the skills necessary to eliminate discipline as a problem in the classroom or school. This program works especially well for students who spend part of the day in a resource classroom. Assertive Discipline gives the students a sense of security in knowing that what is expected in one classroom is expected in any other classroom in the school.

Assertive Discipline works well when the entire school is using this approach. It can be used in the exceptional education classroom only; however, the reinforcement gained by the entire school gives the student the idea that his/her behavior should be appropriate at all times rather than in one situation.

Assertive Discipline is based on the philosophy that:

A. Teachers have rights.

1. The right to establish a classroom structure and routine that provides the optimal learning environment in light of the teacher's strengths and weaknesses.
2. The right to determine and request appropriate behavior from the students which meet needs of teachers and encourage the positive social and educational development of the student.
3. The right to ask for help from parents, the principal, and others when assistance is needed with a student.

B. Children have the right to:

1. Have a teacher who is in a position to and will help the student limit his/her inappropriate self-disruptive behavior.
2. Have a teacher who is in the position to and will provide the student with positive support for his/her appropriate behavior.
3. Choose how to behave and know the consequences that will follow.

The teacher and student work together to develop a classroom which will incorporate these rights.

Assertive Discipline is based on three factors: rule development, limit setting consequences, and positive consequences. These three factors are combined into a discipline plan.

Rule Development

Rules are developed by the students and teacher together. No more than five rules are used. The rules are posted in the classroom and are reviewed often. Suggestions for developing rules for the classroom are provided below:

1. List observable behaviors the students exhibit that the teacher would like to see decreased.

2. List observable behaviors the students exhibit that the teacher would like to see increased.

3. From the two lists above develop a set of classroom rules.

4. List observable behaviors for any of the individual students that the teacher would like to see an individual change. Write the student's name and the behavior the student will work on changing.

5. Develop rules for individual students in the class based on the response to number four above. The rules can be based on the behaviors established for individual goals in the Levels Curriculum.

Limit-Setting Consequences

Limit-setting consequences for breaking rules are established by the teacher. Consequences do not exceed five. Consequences are listed in a hierarchy and are posted along with classroom rules. An example is provided below.

Rule Infraction	Consequences
1.	Name on board - warning
2.	One check - 15 minutes after school
3.	Two checks - 30 minutes after school
4.	Three checks - 30 minutes after school and call parents
5.	Four checks - remove from room, i.e. principal, other administrator principal designee

Consistency is crucial to limit-setting. Teachers must know how to set limits when a student misbehaves. A negative consequence is provided each time a student chooses to misbehave. Limit-setting consequences are modified to reflect changes in students' interests and attitudes, and/or when the consequences do not appear to work after a brief trial period.

A limit-setting consequence is defined as follows:

Something the student does not like.

Presented to the student as a choice.

Presented as soon as possible after the student chooses to behave inappropriately.

Presented in a matter-of-fact manner.

Used no more than three times.

Becomes part of a Discipline Plan.

Positive Consequences

Assertive discipline establishes a classwide and individual reinforcement system. The classwide system entails age appropriate tokens (marbles, chips) which are collected for appropriate behavior of individual students. When the total of tokens meets a specified goal, reinforcement is delivered to the entire class and a new goal is set. Individual reinforcement encompasses verbal praise and positive notes home to parents. Individual students can receive check marks recorded at the desk or on a chart paired with verbal praise. This technique allows students to graphically see how individual behavior contributes to the classroom behavior and to receive positive input from the teacher.

In developing rewards, teachers ask students what they would like to do in the classroom if free time was available. Having a quiet area where the student can relax and stretch out on a rug or bean bag and read a comic book is a reward that a teacher can create easily. (See page 43 for other reinforcers and page 137 for Interest Survey.)

Discipline Plan

Discipline plans incorporate the classroom rules, limit setting consequences, and positive rewards. The plan is developed using a hierarchy of consequences and is applicable to all students within the classroom.

The teacher conveys the Assertive Discipline Plan to building administrators. Administrators and teachers are familiar with the rules used, the consequences assigned, and what happens when the student is sent to the principal. Through cooperative discipline planning, teachers and administrators can improve behavior school-wide. The initial planning takes time; however, once the discipline system is in operation, only periodic reviews are necessary to assure the behavior desired is being demonstrated.

Five consequences are maximum for a discipline plan. A "severe" clause is used when a student severely disrupts the classroom. Consequences for the "severe" clause may be that the student immediately goes to the principal or principal designee. The teacher, principal, and others within the school decide in advance what will happen when the student is sent out of the classroom.

All consequences for the Discipline Plan are posted in the classroom and discussed with the student. An example of consequences is provided as follows:

First:	warning
Second:	one check--15 minutes after school
Third:	two checks--call to parents
Fourth:	three checks--30 minutes after school and call parents
Fifth:	four checks--remove from room

The student names and checks are erased at the end of each day. Names and checks are not erased to reward improving behavior.

The Discipline Plan can be altered if the plan does not work with one or more students after a time or three-day trial period. All changes in the Discipline Plan are shared with the principal, other appropriate school staff, and the parent.

Listed below are Discipline Plans that teachers have found effective at all grade levels. These can be used as a guide to develop a Discipline Plan for the classroom.

Secondary
Sixth - Twelfth Grade

If a student breaks a rule:

1st consequence	Citation
2nd consequence	One check--Citation and 45 minutes of detention
3rd consequence	Two checks--Citation, detention, and call parents
4th consequence	Three checks--Citation, detention, call parents and send to principal
5th consequence	Four checks--In-school suspension
Severe Clause	In-school suspension

If a student breaks a rule:

1st consequence	Name on board--Warning
2nd consequence	One check--30 minutes of campus clean-up
3rd consequence	Two checks--One hour of campus clean-up
4th consequence	Three checks--Clean-up and parents called
5th consequence	Four checks--Clean-up, parents called, and send to counselor
Severe Clause	In-school suspension

If a student breaks a rule:

1st consequence	Name on board--One detention
2nd consequence	One check--Two detentions
3rd consequence	Two checks--Detention and send to counselor
4th consequence	Three checks--In-school suspension
Severe Clause	In-school suspension

Resources included in a successful assertive discipline plan are parental involvement, discipline cards, a tape recorder, time-out, detention and in-school suspension.

Parent Involvement

Parents are notified in advance of the classroom rules and the consequences for when the student breaks a rule. This process familiarizes the parent with the classroom and prepares the parent for phone calls regarding student behavior. Positive notes home are also effective in communicating with parents. Conferences are used to further discuss the Discipline Plan and to address questions parents may have. A sample letter to parents is provided in Section IV, page 141.

In-School Suspension Room

The student can be sent to an isolated room for the remainder of day and/or the following day as a severe clause consequence in the Discipline Plan. The room is monitored by an administrator or a teacher. Academic work is assigned to the student.

Disruptions in the isolation room earns extra hours of in-school suspension. During isolation, the student does not participate in any activities outside of the isolation room. Lunch can be served in the room and the student is escorted to the restroom.

Discipline Card

A Discipline Card can be assigned for those students whose behavior is a problem for more than one teacher.

All teachers meet and determine the student's needs in relation to the Discipline Card. A Discipline Card should contain the following:

Student's name
  Date
  Behavior
  Discipline Plan
  Positive consequences

The student is assigned a discipline card before school and carries the card all day. In the classroom, the teacher initials the appropriate consequence listed on the card, when a student disruption occurs. Loss of the card results in the student receiving all consequences listed. The last teacher to have the student makes sure the consequences, positive and negative, are provided.

Tape Recorder

A cassette tape recorder can be placed near the student, and turned on when a disruption occurs. The tape can then be played back for parents and principal.

Time-Out

Time-Out is a procedure for decreasing a specific unwanted behavior by removing the student from the opportunity to receive attention and other rewards whenever he or she engages in that specific undesired behavior. Time-Out should be one of the last steps in the discipline/behavioral plan. The following steps are followed when using Time-Out:

1. Determine when and what behaviors will cause Time-Out to be used.

2. Explain the Time-Out procedure to the class during a period of good behavior prior to using Time-Out (this could be done during the "daily" affective group time).

3. In the Time-Out plan include:

   a. location of Time-Out in the room (consider the need to have the student visable to the teacher or aide for supervision).
   b. establish a consistent criteria for using Time-Out; i.e.: ignore such statements as "I do not care if I go to Time-Out" or "I like Time-Out." If the student begins to do the task after being told "Go to Time-Out," do not let the student escape from going to Time-Out. Have the student go to Time-Out, then do the task when he/she returns. Ignore all protest except to calmly say, "That will cost you one more minute of Time-Out."

4. Set age-appropriate time limits for Time-Out.

   *A good rule of thumb is 2-5 minutes in Time-Out, not to exceed more than 1 minute for each year of the student's age. If Time-Out reaches a period of 30 minutes, research has shown that it will be ineffective in reducing inappropriate behavior. A backup consequence should be used.

5. When the inappropriate behavior occurs, immediately point out to the student the unacceptable behavior and in a calm, normal voice direct the student to Time-Out.

   i.e.: "That's arguing; go to Time-Out".

6. Identify to the student in age-appropriate terms the length of time he/she will remain in Time-Out.

   i.e.: "In four minutes you may return to free time."
   "When the timer rings, you may come back and be with the group."
   "When you get control of yourself, I will start the timer."

(Refrain from nagging, scolding, showing anger, or giving explanations.)

7. Be sure to have the student return to task as soon as the Time-Out interval has ended.

8. REMEMBER: Time-Out should be one of the last steps in the behavioral plan.

9. It is extremely important for the teacher to remain calm and matter-of-fact when using Time-Out.

Detention Room

Time in a detention room can be assigned before school, during lunch, or after school as a consequence. Administrators and/or teachers staff the detention room on a rotating basis. The staff member assigned to the detention room is provided with a list of all students assigned to detention.

Academic work is assigned while the student is in detention. Staff members do not talk or counsel students serving detention. If a student refuses to serve an assigned detention, double detention or more severe consequences (in-school suspension) can be assigned. When a student disrupts the detention room in any manner, an extra detention and/or a more severe consequence is assigned.

Canter, L. & Canter, M. (1979).

Florida Learning and Diagnostic Resource Services. (1983).

Hall, R. & Hall, M. (1980).

STEPS TO SUCCESS IN WORKING WITH UNSUCCESSFUL STUDENTS

1. Take time to think and list the ways you respond to the student's behavior. Be honest. If you yell or threaten, list those responses.

2. Ask yourself, are these responses working? The answer is no--or you would not be concerned. Make a commitment not to continue these responses in the future.

3. Develop a plan to help the student improve his/her behavior. The plan must say, "You are special, I care about you." When the student gets the message that you care, he or she may become more angry, hostile, aggressive, and resistant. Remember, you have changed your responses and the knowledge that someone really cares about him/her may result in increased deviant behavior.

4. When the student disrupts, simply say, "Please stop it." You have done this before, but usually without having done step 3.

5. If the student does not stop it, ask "What are you doing?" You may have to say, "This is what I see you doing," but it is better to have the student describe his/her behavior then ask, "Is what you are doing against the rules?" Try to get the student to place value judgement on his/her behavior.

6. If the student does not modify his/her behavior, tell the student that you must have time together to work out a plan which will help him/her follow the rules. Be firm!! But, be sure to set time aside to meet privately with the student. When you meet, the plan must contain more than the message--Stop It. The student should be involved in setting up the plan, but you will have to help the student get started with ideas, suggestions and questions.

7. When Steps 1 through 6 are tried and result in no change in behavior, a student is assigned to a quiet room or quiet space within the classroom. The student must get the message that he/she is no longer involved in the class activities. The student remains in the quiet room until an acceptable plan has been worked out to help him/her follow the rules. If the disruptive behavior continues when the student is assigned to the quiet room or quiet space, the student must be excluded from the classroom. The message to the student should be, "When we can work out an acceptable plan which will help you follow the rules, you may return."

8. In-school suspension is the next step. Students may be assigned to a time-out room which is away from the instructional area, but there must be a person to work with the student to help develop a plan which will help the student follow the rules. Time-out must not be a punishment.

9. When a student cannot be maintained in the time-out room, the parents must be required to take the student home. Again, the message is the same, "When we can work out a plan which will help you follow the rules, you may return to the classroom and participate, and we want you to participate."

10. When Steps 1 through 9 are tried and fail, the student may be considered for a more restrictive educational environment. If a plan is developed which will help the student follow the rules and the student makes a commitment to follow the plan, provision should be made for the student to be welcome to return to school.

Glasser, W. (1965).

BEHAVIOR MODIFICATION

Behavior modification involves techniques which have the intent of changing behavior. Planned, systematic consequences to a given response or behavior are provided by the teacher to alter the behavior or at least alter the frequency of the behavior. Behavior modification is a behavior management system which focuses greatly on external control and is used along with other components of the EH curriculum. The primary goal of an EH program is to assist students in developing internal control. Behavior modification, however, is very appropriate to use when bringing extremely disruptive and aggressive behavior under control. This system of management can be phased out when relationships begin to form within the classroom.

Basic Principles of Behavior Modification

1. Behavior is learned (those behaviors which are under voluntary control).
2. Because behavior is learned, it can be changed.
3. Behavior is influenced by its consequences.
4. Consequences are those events immediately following a behavior. These events are call Reinforcers (page 43).
5. Reinforcers are determiners of behavior. Positive reinforcement can increase a behavior.
6. Removal of the reinforcement that strengths or increases a behavior will extinguish or decrease a behavior.
7. Behavior is influenced by its antecedent events.
8. Antecedents of behavior are those events occurring immediately before a behavior is displayed.
9. Behavior modification is used to increase, decrease or maintain behavior.

Steps in the Behavior Modification Process

A. Identify and define the target behavior.

1. Determine what behavior(s) the student exhibits which need to be changed.

2. Of the behaviors the teacher would like to see changed, one is selected as a target.

3. The behavior selected is the one that has the most effect on the student's functioning. This can be determined by considering the behavior's frequency, duration, intensity, and type.

4. The behavior has to be observable and measurable.

5. Determine if the behavior should increase, decrease, or be maintained.

6. Determine the antecedents of behavior which are those events in the environment that occur immediately before the target behavior occurs.

B. Establish a baseline

1. To determine a baseline, behavior is counted and charted in some manner (i.e., graph, checks).

2. Observation extends over several days. A systematic and consistent procedure is essential.

3. Counting occurances or duration of a target behavior prior to implementing an intervention provides a reference point against which to measure changes in student behavior.

4. Baseline is the total number of times the behavior occurred divided by the total number of observations.
    a. The frequency of a behavior can be recorded by using tallies (slashes), check marks, or wrist counters.
    b. The duration of a behavior can be recorded by using a stop watch, timer, or wrist watch with a second hand.

The following are examples of baseline data. The data was collected by observations repeated over several days. The instructional task, number of students involved in task, and the time of day when the behavior occurred was held constant.

Behavior: Out of seat (frequency count)

Number of Observations: Three (3 day period)

Setting: Individual work at seat (1/2 hour periods)

Time Interval of Observation: Ten minutes

Total Number of Occurrences:

During first 10 minute observation	3
During second 10 minute observation	7
During third 10 minute observation	2
Total number of occurrences during the 3 observations	12

12 Total number of occurrences
Baseline: 3 observation periods = 4 average per observation sessions

Behavior: Crying episodes (Duration Count)

Number of Observations: Five (5 day period)

Setting: After student is dropped off at school by parent

Duration:

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Minutes	30	20	15	20	25

For more indepth information on Behavior Modification, refer to BEST, FDLRS.

CONTINGENCY MANAGEMENT

Contingency management is the systematic application of reinforcement. The underlying principle of behavior modification, i.e., behavior is learned by reinforcement from the environment, applies to contingency management procedures. The teacher structures the classroom environment in order for the student to be systematically reinforced for appropriate behavior and not reinforced/rewarded for misbehavior.

General basic rules apply to contingency management.

1. Be consistent. If a contingency management system is used, follow it diligently.

2. Think small. Work on one or two behaviors at a time. This allows the teacher to concentrate efforts on smaller areas and make those efforts more efficient. Focusing on one behavior at a time can better enable the student to achieve a higher level of competence.

3. Establish functional behavior. Promoting behavior that will help the student in a variety of situations other than the classroom is the primary focus of contingency management. Functional behavior is reinforced in varied situations such as the family, peer relations, school environment and community. Identify the behavior and state it in precise, observable terms.

4. Start where the behavior is. The levels of intensity and frequency of the behavior are examined. For example, to try and immediately bring a chronically aggressive student to the behavioral level of a "normal" student would be unsuccessful. An example of this would be to allow verbal aggression since it is a step forward from physical aggression.

5. Reinforce each unit of appropriate behavior. During the initial phase of a contingency management program, the appropriate behavior, such as one-half hour of keeping hands and body to self, is immediately reinforced. This helps strengthen the appropriate behavior to the point where the times between reinforcement can increase.

Point Systems/Token Economy

A point system is a way of applying behavioral techniques in the form of token economy. Points or check marks are earned for specific behaviors. When the student earns a certain amount of points or check marks, reinforcement is received. The reinforcement used depends on the developmental level of the student. Point systems have the following advantages:

1. Tokens (points) are to some extent tangibles. Tokens are seen and counted, and the student very clearly knows when he/she has received reinforcement.

2. A point system helps the teacher clearly define the behavioral goals to be achieved by the student.

3. Points can be given closely following the desired behavior. Distributing points after the behavior helps both the student and the teacher discriminate very clearly the appropriate behavior.

4. Point systems provide the teacher with a structured time to give pointed or specific social praise.

Points systems can be effective when the following guidelines are considered:

1. The more precisely a behavior or expectation is defined, the less chance there is for different interpretations and accompanying problems. There is less chance for the teacher to abuse his/her role as the giver of tokens and less chance for the student to claim ignorance of the expectation when the expectation/behavior is clearly defined.

2. Be sure the reinforcement is appropriate. Basically this means, "Will the student work for the reinforcer?" and "Does the teacher feel the reinforcer is commensurate to the amount of effort the student must make to earn the reinforcer?"

3. Be consistent. Be sure tokens are given at the appropriate times. If the teacher skips giving check marks at the designated times, several situations may occur. The teacher forgets what occurred and may not reinforce appropriate behaviors that occurred. The student gets the message that the points are not important to the teacher. The teacher's credibility with the student suffers. Reinforcement becomes less effective with the increase of time between the behavior and reinforcement.

4. When points are being distributed, refrain from saying, "I am giving you "X" points because you did not work all the time." The teacher says instead, "You earned "X" points for raising your hand and staying at your seat; you could have earned the rest of your points by completing your work." This statement puts responsibility on the student and eliminates power struggles. This is also a more positive, precise interaction with the student.

5. Increase student involvement with the point distribution process. Start asking the student, "How many points do you think you earned?" "What did you do to earn the points?" This will help the student internalize the rules of the class and will aid him/her in analyzing his/her own behaviors.

6. Give the student his/her own point or check mark card, fill the card out simultaneously, and compare and discuss. Students can calculate their own point cards which are reviewed with the teacher.

7. Begin using longer term agreements instead of point cards.

Behavior Agreements

Agreements are a continuation of point systems but involves longer periods of time to earn reinforcement. The student is involved in developing the agreement. Agreements are used to help manage academic and social behaviors of students. Written agreements between student and teacher(s) require specific achievable tasks and desired outcomes. Some advantages of behavior agreements are as follows:

1. Agreements help to create a positive atmosphere in situations that may be chaotic and managed under systems relying upon fear of negative consequences.
2. Written agreements provide teachers with accountability and act as records of what has been tried and what has been successful.
3. Students benefit because effective agreements require that tasks be individualized at the levels where the tasks can be mastered.
4. Agreements provide an opportunity for the student to be actively involved in setting his/her own goals.
5. Agreements create a situation where the student is positively rewarded for his/her successes.

Agreements include the following components: (1) the task requirement; (2) the performance criterion; (3) the reward or positive consequence of meeting the criteria; (4) the signatures of persons involved; (5) the date initiated; and (6) the date completed.

The task requirement states what the student is to do. The task is stated in behavioral terms and are specified in terms of observable behaviors or in terms of observable products of behaviors. The task is stated in objective terms of what can be seen. The task must be at a level at which it can be mastered. In determining the mastery level, the following two considerations are followed:

1. The task cannot be too difficult. The task cannot contain concepts or requirements that the student is unable to perform. An example would be to require a student to do long division when he/she has not learned the multiplication skills basic to that process, or require a student to stay in his/her seat for two hours straight when twenty minutes is what can be reasonably expected.
2. The task cannot be such that a great deal of time is required for completion. Small task requirements that result in more frequent and immediate rewards are more effective.

The performance criterion tells how well the task is to be done. The performance criterion makes the agreement clear so that both teacher and student can be certain on whether or not the task was successfully completed. Success requirements can be stated according to the amount of time to be spent on the task or the specific success level required.

The type of reward used in agreements depends upon the individual student. To guarantee the agreed consequence is really rewarding, the student is always involved in the decision. The reward is stated clearly on the agreement. For example, if free time at an activity center is the reward, the amount of free time is stated. If a student is working for points that can be accumulated and later cashed in for a reward, the number of points for each particular agreement are specified. The teacher has control over the reinforcer and should be certain that the reward is followed through.

The following steps are considered when developing a behavior agreement:

1. Identify the desired behavior. This can happen as a natural flow of events through identifying an objectionable behavior and a desired behavior which is incompatible with it.

2. Orientation. Discuss with the student the how and why of agreements. Attempt to create an interest in the process. Share a sample form with the student. The teacher's attitude is most important in terms of cooperation and patience.

3. State the problem. Give the student a credible concrete reason why the teacher feels the distracting (or a specific) behavior should be changed.

4. Choose the task. Discuss with the student alternatives to the behavior. The teacher may ask, "What do you think we can do to help this situation improve?" Brainstorm and include all possibilities, but do not evaluate. Come to a mutual agreement on one to try. NOTE: Older students may become very independent in writing their own agreements as the process becomes more familiar.

5. Choose the criterion. As with the task, the teacher working with younger students will also want to initiate suggestions for an appropriate criterion. Older and more experienced students can become adept at establishing the criterion on their own.

6. Choose the reward. Regardless of the age of the student, he/she should be the deciding factor. The teacher may want to make suggestions regarding what would be an appropriate reward based on teacher observations. Discuss the possible consequences of why the agreement is not working and agree on the consequence. The consequence could be as simple as not getting the reward.

7. Write the agreement. The rough draft is written together and is copied later to provide each party a copy. Include all the elements of the agreement and assure that each party signs all copies.

8. Evaluate. Once the student completes a task requirement, the performance is checked to see if the criterion was met. If successful, the student gets the reward agreed upon. The completion of one agreement can be the cue for writing another agreement. Agreements can be a continuous process with the student working from one to another and becoming more and more independent as he/she proceeds. If unsuccessful, avoid blaming the student. The reason for a failure to succeed on an agreement could be the agreement itself. When a student is unsuccessful, the teacher who initiated the agreement considers the following questions:

   a. Did the student understand the agreement process?
   b. Was the task requirement reasonable, i.e., not too long or too difficult?
   c. Was the success criterion reasonable?
   d. Was the reward really rewarding?
   e. Was the student involved in a democratic manner?

When the answer to any of these questions is "no," the agreement is then revised so it can be completed successfully.

(See page 143 for examples of Behavior Agreements.)

Behavioral Goal Setting

When setting individual goals, three factors are considered: (1) the goal is limited to one behavior; (2) the goal is specific; and (3) the goal is stated positively. For example, if a student has problems with class disruption, there may be several techniques, but one method should be isolated and focused upon. If this is speaking out during discussions, the goal would be raise hand before speaking. This is specific and tells what the student will do as opposed to what will not be done.

One other factor should be considered and that is how the behavior will be evaluated. If raising one's hand before speaking is the goal, this may be a problem in other classes and is considered at goal setting time.

Refer to the Burks' Behavior Rating Scale Manual and IEP Short-Term Objectives Packet for ideas; be aware that this information is revised to meet specific, positive, singular and observable criteria.

Some examples of goals which may apply are as follows:

1. Follow teacher directions the first time asked.
2. Make positive comments only to peers/teachers/authority figures about self.
3. Ignore others inappropriate behavior.
4. Take own time out by signaling the teacher when beginning to feel upset.
5. Attend school/class each day.
6. Participate in one/all classes.
7. Bring materials each day.

8. Accept responsibility for own behavior.
9. Use acceptable language only.
10. Complete all class assignments.
11. Return all homework on time.
12. Use appropriate language.
13. Students will respond to questions directed towards them verbally/nonverbally.
14. Initiate at least one conversation per day.
15. Defend one's rights in a constructive manner.
16. Ask for help if an assignment is unclear.
17. Attempt tasks before giving up.
18. Express anger/frustration verbally and in an appropriate way only.
19. Try to accomplish a task before asking for help.
20. Help one other student to reach personal goal.

These examples of behavior goals are used also to set up individual behavior goals for the Levels system.

Logical Consequences

Logical consequences are consequences that have a logical relationship to the misbehavior exhibited by the student. Logical consequences are arranged by the teacher, and the student is given the freedom of choice to either stop the behavior or to continue and face the consequence. An example of a logical consequence is as follows:

> A student becomes angry with his teacher and to get even, lets the air out of the teacher's tires. The student is caught, and it is decided that the logical consequence for this behavior is for the student, on his own time, to pump up the tires. Since the car cannot be moved to an air pressure pump, a hand pump is utilized.

A fine line exists between a logical consequence and punishment. A student may see a consequence as punishment. The use of a logical consequence approach helps the student and teacher break out of a power struggle. Eventually, the student moves toward self-responsibility. The following guidelines are considered when providing a logical consequence to misbehavior:

1. There should be some concern by the student over the misbehavior; that is, there should be a conflict between the student's control system and his/her impulses.

2. The student must know that the teacher basically likes and accepts him/her even though consequences are in order.

3. The consequence used should, in the student's eyes, be a reasonable and logical consequence for the action.

4. The timing of the consequence is highly crucial. If it occurs too soon, when the student is still in an irrational state, or too long after the incident, the student is less able to see the relationship between his/her actions and the imposed consequences.

5. The teacher can be easily led to believe that he/she achieved results. For example, the student may overtly conform to the teacher's demands, but be even more aggressive with his/her other teachers.
6. The length or nature of the consequence should fit the offense and the student's developmental level.

North Carolina Department of Public Instruction. (1983).

DIFFERENCES BETWEEN DISCIPLINE AND PUNISHMENT

PUNISHMENT	DISCIPLINE
1. Expresses power of a personal authority. Is usually based on retribution or revenge (what happened in the past). Is arbitrary.	1. Based on logical consequences expressing the reality of the social order (rules which must be learned in order to function adequately). Concerned with what will happen now (the present).
2. Is imposed (done to someone). Responsibility is assumed by the punisher.	2. Responsibility is assumed by the individual. Comes from within. Is desired.
3. Assumes individual is basically disturbed or incapable of making responsible decisions.	3. Assumes individual is capable of arriving at own responsible decisions.
4. Options for individual are closed.	4. Options are kept open so individual can choose to improve behavior.
5. A teaching process which usually reinforces failure identity. Esentially negative without sustained personal involvement.	5. An active teaching process involving close, sustained, personal involvement. Emphasizes teaching ways to act that will result in more successful behavior.
6. Open or concealed anger.	6. Friendly or matter-of-fact.
7. Easy or expedient.	7. Difficult and time consuming.

Dreikurs, R. & Grey, L. (1968).

REINFORCERS

KINDS:

1. Body language from teacher to student.
2. Rapport between teacher and student.
3. Physical attention - a pat, a hug, a smile.
4. Verbal attention - praise - sometimes this attention has to be given very quietly with no one else hearing it.
5. Time alone with the student remembering special things about the student.
6. Allow student to come in early or stay late for special attention.
7. Tangible Reinforcers:
   a. learning centers (activity)
   b. treats (McDonald's can be contacted for things like free hamburgers, calendars, free fries, pens, etc.) Other local companies can also be valuable sources of these "treats."
8. Points can be reinforcers which lead to more tangible things.
9. Group reinforcement should also be used - e.g., everyone is to earn a square for a popcorn party.
10. Peanuts are healthy primary reinforcers for lower level behaviors.
11. Field trips.
12. Award certificates, stickers, etc.
13. Free time--either last 15-20 minutes of each class or can be last period of the day.
14. Operating audio-visual equipment/teacher assistant.
15. Atari
16. Movies

* See privileges appropriate to each level under Levels System, Section I.

** See Behavior Agreements, page 35.

***See Interest Survey - Behavior Management, page 137.

ANTISEPTIC MANIPULATION OF SURFACE BEHAVIOR

Surface management techniques work well with students whose behavioral controls are generally adequate but need strengthening at times. Often students are well motivated to do what is expected, but they have momentary lapses due to behaviors such as overexcitement and forgetfulness. Once assisted by the teacher, the student can get back on tract. Surface management techniques assist in helping students gain self-control. Teachers must know when to intervene because the time of "disciplinary" actions often determine the behavioral outcome.

Students may misbehave at times because the social/academic situational demands exceed the student's skills and abilities. Although the students may have reasonable behavior controls, misbehavior can occur when goals are blocked and frustration begins. The teacher can assist by manipulating the outside barriers which thwart the student. Such assistance permits the energies of the student and teacher to be directed to the task at hand. The following techniques of surface management and situational assistance are tools that help teachers through difficult moments. These techniques prevent small incidents from blossoming. These techniques center around the cardinal rule for discipline: never intervene any further than is necessary to handle the situation.

Planned Ignoring

Behaviors sometimes disappear or diminish in frequency when not rewarded. A given misbehavior may cease of its own accord once the teacher intentionally ignores it. As is true of all techniques, the teacher must decide when it is appropriate to use this approach. Although the technique works well with certain students and certain behaviors, the teacher must determine which behaviors will disappear with ignoring.

Signal Interference

Most teachers realize the value of preventing misbehavior before it spreads. Cues from the teacher, such as a cool stare, tapping the chalk, and quietly mentioning the student's name, are often sufficient to help many students regain control. Signal interference is useful when a student would normally know, but has not thought of, the consequences of the behavior. Signal interference is not recommended when (1) a student's excitement has passed the point of easy recall; (2) because of preceding events, a positive relationship is not exist- ing between the teacher and student; and (3) the behavior serves pathological goals that the student's self-control system has yet to reach.

Proximity and Touch Control

By standing near a student who is having some difficulty, the student will generally control his/her impulses. Putting an arm around a student or patting of the student on the shoulder can be effective in boosting his/her sense of security. The teacher becomes a source of protection or strength. This technique is not used with students who get excessive sensual stimulation from physical contact or when such attention causes other students to disrupt.

Interest Boosting

A technique long used by teachers in drawing a student's wandering attention back to the work at hand is to convey interest in the student's work. This technique serves to renew the student's interest in the task. The underlying assumption is that the student has the skills necessary for successful completion.

Tension Decontamination Through Humor

Humor can be used in handling behavior problems; that is, the friendly use of humor which elicits responses incompatible with anxiety and aggression. Sarcasm resulting from teacher hostility is likely to elicit great covert or overt aggression and hostility. The use of humor shows a student that the teacher is human and secure enough in his/her role to be able to joke. Through good-natured kidding and interest boosting on the teacher's part, a tense situation can be decontaminated.

Diversion

Diversion consists in distracting the student from objectionable pursuits by directing his/her attention toward more desirable activities. The asking of a simple question may suffice. The question serves simultaneously to interrupt the undesirable activity and to channel energies along more acceptable lines.

Hurdle Help

Students sometimes misbehave because they cannot understand or execute a required assignment. Rather than losing face in the eyes of peers, the student prefers not to ask for help. The sense of frustration and anxiety, resulting from inability in this situation, is further heightened by the student seeing that his/her classmates are working diligently on the task. Therefore, the student may be prone to pester others. In such situations, the teacher offers the student the help needed to grasp the concept or skills involved rather than focusing on the misbehavior.

Restructuring the Class Setting

Students, like most other human beings, become bored or overly excited on occasions. In certain instances, it may be more profitable to alter the situation than to call attention to the restlessness. For example, instead of oral book reports in the traditional manner, tension due to restlessness could be relieved by having the students role play the reports. If the teacher feels that restructuring classroom activities will benefit the learning process, he/she should be flexible enough to make the necessary changes regardless of ego investment and the amount of time it took to plan the activity. If overused, restructuring can become a technique for evading the responsibility of dealing with real problems.

Regrouping

Changing the grouping, i.e., seating arrangement, reading group, of students, separates those who do not relate well to each other. This technique is also good for avoiding or interrupting "contagion chains."

Involvement in Interest Relationships

The interest of an enthusiastic teacher or other adult in the school environment can help a student cope with a new experience or handle a difficult situation. Rather than feeling all alone, a student can venture out into new worlds much easier with assistance from the teacher or others.

Hypodermic Affection

Students often need demonstration that the teacher cares. This is especially true with those students who appear to care less or who do not admit that the teacher's caring makes a difference. When a student disrupts or acts out because he/she is feeling unliked, a genuine expression of affection can help the student regain control.

Routines

Although some classrooms are too regimented and, therefore, subject to problems, other classrooms lead to problems for exactly the opposite reason. Both acting-out and withdrawn students need and benefit from structure. The environmental predictability stemming from routine offers students guidelines for their actions and a sense of security. Routine classroom activities, such as the start of the school day, pencil sharpening, and trips to the bathroom, help minimize classroom behavior problems.

Removing Seductive Objects

Some objects hold an irresistible appeal to students, especially those with inadequate behavioral controls. Leaving science equipment, shop tools, athletic gear, and valuables around the classroom, can invite problems. Once the teacher becomes aware of what triggers certain students, those situations or objects should be avoided. No constructive purpose is served in exposing students with inadequate personal controls to temptations which they cannot resist. When the teacher perceives something as having seductive value, the removal of the object is done without punitive measures. The student can be assured, when appropriate, that he/she can get the object back when the teacher thinks the student can handle it. The teacher's patience with minor misbehavior when removing an object is important. Other surface techniques can be used to help the student stop any disturbing behavior.

Interpretation as Interference

Interpretation helps a student understand what has been misinterpreted. Interpretation is used to stop or prevent surface behavior rather than for the purpose of long-term clinical treatment. In order for this technique to work, the student must have a degree of ego strength, and the student must accept the teacher.

Direct Appeal/Value Appraisal

The teacher can use various kinds of appeals to the values held by the students when misbehavior occurs. Illustrative of the variety of appeals that can be made are:

1. An appeal to a personal relationship between the teacher and the student; for example, "Jim, that noise bothers me."
2. An appeal to reality implications; for example, "You can get hurt by doing that."
3. An appeal to conscience; for example, "You're not that kind of student."

To use these appeals effectively, the teacher must be well aware of the student's value system. This technique requires sensitivity and empathy on the teacher's part. Task appeals such as, "We cannot get the job done if you're going to make all that noise," elicits more favorable student reactions than personal appeals. (For example, "I don't like students who make that kind of noise.") It has been shown that students who witness task appeal rather than personal appeal show greater interest in the subject matter and rate their teacher more skillful (Kounin, et.al., 1961). The use of appeals can be overused. Used sparingly, the seriousness of the incident or situation is impressed upon the class. This technique is limited in a situation whereby the student's value system is markedly deficient in the values to which teachers commonly address their appeals. This technique, however, can develop or strengthen the very values that will permit self-control.

Modeling

Students copy or imitate an appropriate behavior modeled by the teacher or another student through modeling. Questions/guidelines to consider with this technique are:

1. Is the student able developmentally and cognitively to imitate a model?
2. Is the modeled behavior reinforcing to the student? Some students are not intrinsically rewarded by performing behaviors others consider appropriate. For example, cultural factors are considered.
3. Is the model appropriate? Be careful when selecting a model for a student, especially if it is another student. Select a model that is accepted by the student or the model will be rejected.

Permitting An Authoritative Verbot

A teacher may openly permit generally unacceptable behavior in order to take the rebellious "sting" out of the behavior. This technique is used when the unacceptable behavior cannot be stopped. The teacher may stop the behavior rather quickly because of the shock value of permitting the behavior. A separate, but consistent verbalization by the teacher, i.e., "Sorry, that is out," can be effective also. Neither technique is used by the teacher to avoid talking with a student about his/her real problem and feelings.

Reinforcement of Incompatible Appropriate Behavior

Using this technique the student is presented with a positive reward for an appropriate behavior. The appropriate behavior is incompatible with a problem behavior. Incompatible means that the student cannot emit the inappropriate behavior at the same time. The appropriate behavior is strengthened while the inappropriate behavior is weakened. An example is reinforcing in-seat behavior and ignoring out-of-seat behavior.

Antiseptic Bouncing

There are times when a student may not respond to verbal controls. When this happens, the teacher can ask the student to leave the room for a few minutes to get a drink of water, wash hands, or deliver a message. The intent is not to punish the student, but to help him/her get over feelings of anger, disappointment, or even uncontrollable laughter. In more serious situations, the teacher removes a student from the group with adult supervision for a brief period of time. The supervising adult goes with the student to talk and to assist the student in regaining control. Students can be taught to signal the teacher prior to an outburst. This allows the student to "head off" his/her problem by leaving the room to cool off and regain self-control before returning to class. Antiseptic bouncing enables the student to save face with his/her peers and spares the teacher the problem of coping with temper disruptions. NOTE: Should an emergency situation occur, the buzzer system can be used to signal the social worker, counselor, or other school staff when a student has to be removed. Sending another student to the office with a pass and a sealed note explaining the situation is another technique which permits hygienic removal in cases of emergency.

Redl, F. & Wineman, D. (1957).

AFFECTIVE EDUCATION

Affective education is a daily, essential component of all classrooms for emotionally handicapped students. An affective curriculum provides the opportunity for students to overcome skill deficiency areas such as self-control, adult/peer interaction, communication, and problem solving. The major focus of an affective curriculum is to facilitate development of these skills, so that the student may reach his/her fullest potential within educational and community settings.

Often teachers may feel there is insufficient time to include affective curriculum in the daily schedule due to the demands of the academic program. Academics are important and should be stressed in all classrooms. Combined with academic is a structured and consistent affective curriculum which can lead to overall improvement in a student's academic program. The affective curriculum is the vehicle used by teachers to teach the deficient affective skills lacking among students with emotional problems. While these skills are modeled and reinforced in other classroom activities throughout the day, each teacher provides a 30 to 50 minute period of time each day for direct instruction and practice in affective skills.

This section provides teachers with a systematic approach to direct instruction in affective education. Using these curricular guidelines as a framework, teachers provide the opportunity for students to share thoughts and feelings with each other in a nonthreatening setting. Through affective education, the students have the opportunity to better understand self and others, develop communication and listening skills, and relate better with peers and adults. Teachers can adapt the affective curriculum to individual situations and improvise with their own techniques. Topics such as drug education, human sexuality, parental relationships, relaxation, values, problem solving, and hygiene may be explored in an affective curriculum. Classroom curriculum materials are available which help teachers develop an affective program.

The Model Affective Resource Curriculum (MARC) has been adopted in Pinellas County and is provided to each teacher as a supplemental affective curriculum. The curriculum consists of four units: Self-Control, Problem Solving, Communication, and Behavioral Interactions. Each unit has eighteen skill lessons and activities which emphasize mastery and practice of various skills. The MARC provides teachers with a systematic way to provide instruction in affective education.

SETTING UP AN AFFECTIVE GROUP

Often teachers may feel they lack the skills necessary to implement an affective curriculum. "Group" often has a connotation of therapy, and some teachers feel uncomfortable with the underlying assumption that the teacher must acquire the role of therapist, psychologist, or counselor. Although there are skills critical to being an effective leader, the skills are easily learned when the teacher refrains from viewing the group process as therapy and views themselves as an instructor of the group. The teacher facilitates instruction in skill areas necessary for social competence. During an affective group, students discuss group and individual problems. Group can be used to discuss individual discipline problems or to discuss social problems. Group meetings are provided in a positive, constructive atmosphere.

As with any lesson, an affective group is a preplanned, structured process with goals, objectives, and student activities. Guidelines for setting up an affective group are as follows:

1. Scheduling. Decide on the time of day that is best to hold group. Set aside 30-50 minutes each day at the same time to teach affective skills.

2. Seating arrangement. Adapt the physical arrangement to meet the needs of the students. A structured approach initially may call for students to remain in their assigned seats. Eventually, it becomes possible for students to place chairs or desks in a circle.

3. Rules. Establish rules and consequences for breaking rules before the first lesson. The rules are in writing (chart, handout) and available to all students. The teacher reviews the rules with students at the first group meeting.

   Examples:

   a. One person talks at a time.
   b. Everyone gets a turn.
   c. No interruptions; raise hand before speaking.
   d. Everybody gets listened to.
   e. No putdowns. (Explain to students that although they may think something someone said is dumb or silly, keep it to oneself).
   f. There are no right or wrong answers as long as what is said relates to the topic.
   g. Keep hands, bodies, and objects to self.
   h. Students have the choice to participate. (If the student chooses to join the group, he/she still has the option of not talking and can remain as long as he/she does not disrupt the process.)
   i. Students who leave the group either voluntarily or by request, cannot rejoin that day.

4. Assess student needs. Examine the Burks' Behavior Rating Scale Manual, IEP goals and objectives, anecdotal records, and other pertinent information to assess what affective skills are taught.

5. Select materials. A large variety of materials are available through FDLRS. The MARC curriculum is available in every classroom. At the beginning of the school year when there are new students, teachers may wish to use materials such as Values Clarification to establish rapport among students. (See bibliography.)

6. Plan lessons. Make sure all student and teacher materials are available. Affective lessons may also be preceded by a relaxation exercise (see Take-Five), or allow time for a less structured, open discussion time for students to air problems.

7. Implement lesson. Ask questions, use reflective listening, maintain a nonevaluative attitude, and maintain discipline. Provide the opportunity for individual students to reflect back to another student what has been shared. The lesson can be closed by asking students questions such as, "What did we learn?" "Do you see any similarities and differences?"

8. Evaluate lesson. Did students achieve objective? Are any improvements or changes needed in planning for instruction?

CLASS MEETINGS

Class meetings are similar to affective groups. Some teachers prefer to call the group meeting a class meeting. Class meetings, as do affective groups, provide students with the feeling of involvement and success. An atmosphere of self-expression and openness among students provides stimulation for success. Class meetings:

1. Increase students positive involvement with school, with the teacher, and with one another;
2. Help students learn to think;
3. Build general confidence and specific confidence in verbal ability;
4. Increase class cohesiveness and strength;
5. Bring relevance to the classroom;
6. Solve class problems; and
7. Help students learn about each other and teachers learn about the students.

Class meetings may be open-ended or educational/diagnostic, and/or social problem solving meeting. Open-ended meetings involve a discussion of questions and issues which have no right or wrong answers. All avenues on a specific topic are explored. Originality of thought, critical thinking, and answers relevant to the discussion are encouraged by the teacher. Each topic of discussion includes three aspects of instruction. The teacher (1) challenges the students to think, (2) defines various aspects of the discussion (terms, ideas), and (3) personalizes the discussion for each student. Issues may relate to curriculum or the lives of students, but evaluation is disallowed.

Educational diagnostic meetings are used to evaluate whether or not students have achieved the objectives of a teaching unit. The teacher discusses what is occurring in terms of subject matter. Educational diagnostic meetings are not used as a question-fact-answer situation. Rather, a topic is selected and discussed in such a manner that the teacher can determine if the students are comprehending the subject matter and are able to use subject matter lessons. During these meetings, questions are asked by the teacher to evaluate student knowledge of topics being studied.

Social problem solving meetings relate to the components of the affective group which were previously discussed. Social problem groups are directed toward solving individual or group problems. Solutions never include punishment or fault finding. The objective is not to find who is at fault, but to help those who have problems find better ways to behave. Problems such as discipline with an individual student cannot always be solved by the group. Problems drawn out over several meetings cause students to become discouraged and disinterested.

In any class meeting situation, the teacher is nonjudgemental, does not moralize, threaten, or say what is right or wrong. The teacher lets the class know he/she is involved and shows warmth and enthusiasm. Teachers can be directive as students want to meet with someone who knows what he/she is doing. Teacher directive provides security, support, and protection for the threatened student or group.

Open-ended and educational diagnostic meetings are not to be totally substituted for affective education. Affective education requires a systematic, preplanned and structured instructional approach to skills lacking among emotionally handicapped students. Affective education is provided each day for 30-50 minutes in the classroom.

Glasser, W. (1969).

North Carolina Department of Public Education. (1983).

BEHAVIOR MANAGEMENT FOR GROUPS

Behavior management for groups should follow the same pattern as the usual classroom management. Suggested management methods for running a smooth group are as follows:

1. Sit next to physically or verbally aggressive students. If the teacher starts a group and is not sitting next to a student with this type of problem and the student acts out, the student trades seats with the student next to the teacher. This physical proximity may inhibit further aggressive behavior.

2. If a student is acting out to the point the teacher cannot ignore the behavior, the student is asked if he/she is following the rules.

3. The teacher tells the talking out student that the group wants to hear what the student who is sharing is saying because what people have to say is important. This is said in an even tone and left at that.

4. If all else fails, the student is asked to leave the group until the next session and the discussion continues.

5. If the group is just not working due to misbehavior or apparent lack of interest in the topic, close the group and try again the next day.

When a student does say something which may be sensitive or unrelated to the specific topic, the teacher does not deal with the student in the group. For example, a student may bring up a very sensitive family problem which is unrelated to the discussion. After the group, the teacher asks the student to meet individually to discuss the problem.

North Carolina Department of Public Instruction. (1983).

GUIDELINES FOR GIVING FEEDBACK

Teachers can use the following guidelines below for giving feedback during group and/or throughout the school day.

1. Feedback helps students understand themselves and their effect on others.
2. The person giving feedback is responsible for helping the student clarify his/her own thinking and understanding about the activity.
3. The needs and wishes of the student receiving feedback are given primary consideration. (Try to see things from the student's point of view.)
4. In order to help the student think through his/her behavior in a group activity, stick to the student's actual behavior. Avoid interpretations of the behavior or guesses about the student's motives.
5. Be specific. Illustrate all points with concrete examples of the student's behavior. Do not offer guesses about motivation.
6. The question asked by the person giving feedback, and the manner in which the questions are asked, contribute to the two-sided feedback process. The student is a resource. The student's feedback influences the teacher's ability to assist.

Florida Learning and Diagnostic Resource Services. (1983).

ROLE PLAYING

One of the most successful and enjoyable ways of helping students see cause and effect in behavior and relationships is through role playing. Role playing is developed in sociodrama and psychodrama. Role playing helps students see a situation through another person's eyes, and experience how other people feel. Role playing also allows students to see themselves in relation to other students and to adults.

Role playing offers the chance for students to "rehearse" difficult situations they will face, in order to be fully prepared. This advance preparation will allow the student to enter into the situation with more self-confidence and with specific plans for dealing with problems as they develop. When prepared, the student is in a much better position to use good judgement. For this reason, role playing is a useful technique to help students make good decisions.

Some students may be tempted to depart from the school routine during role playing exercises. In order to maintain a productive atmosphere, the group leader presents a frank exploration of the purpose of role playing and clearly outlines behavioral expectations.

In order for the role plays to be successful, it is essential that the players have an attentive audience. During the school year, it is expected that through role playing students will become more emphatic and more willing to attend to events that do not involve them directly.

For students to benefit from role playing, it is necessary to reverse roles and repeat role plays so that students play the same roles. Roles can be revised to incorporate suggestions from the audience. In role plays involving family situations, it is important to enact a variety of family compositions and life styles. It should be noted, however, that if the role play situation evokes intense emotional reactions, the students may not cooperate.

Students are encouraged to evaluate the problem-solving methods used, and the effectiveness on a short-term and long-term basis. Some students may decide on anti-social solutions or impossible, fantasy solutions which are very common. When this occurs, the discussion is continued, with support and encouragement given to those students who offer workable and realistic solutions. Again, by repeating role plays students are allowed to develop solutions that are socially acceptable and productive for the individual student.

Students may be assisted in role playing by members of the audience who offer ideas in a manner agreed upon in advance or by group leaders. One person may continue a role, while the opposite role is played by several students in succession. Evaluation of the role play solution follows in order for the next player to benefit by the audience's interpretations.

It is expected that some students will need practice and support before they are fully able to role play in the traditional manner. The role play process is especially valuable for the social development of those students who have difficulty with group interaction.

Miller, M. (1980).

LIFE SPACE INTERVIEWING

An important skill for teachers is the ability to talk effectively with students, especially for purposes of managing problem behavior. Life Space Interviewing or reality interviewing has the goal of achieving some degree of behavioral conformity on the student's part. Life Space Interviewing is a dynamic approach which is based largely on the teacher's empathic relationship with the student. Life Space Interviewing occurs in the natural context of the student's daily environment. Life conflicts are talked about in a therapeutic manner and in close proximity to the time and place where the conflict occurred. Reality interviewing thus affords a kind of needed instant therapy for the teacher who must cope with the student's behavior in the present situation. The potency of Life Space Interviewing accrues from the fact that because the student's disequilibrium is greatest during time of crisis, the teacher is especially able, through minimal assistance, to influence outcomes which are hanging in a state of delicate balance. In crisis situations, students are better motivated to seek and use the assistance provided by the teacher.

The purpose of the Life Space Interview is to provide the student with ego support (to help him/her feel better), or to exploit (put to productive use) the student's behavior for some educational or therapeutic purpose. Life Space Interviewing supplements rather than replaces the total range of methods designed to manage and change behavior. Life Space Interviewing involves the subtle capacity to see through and relate to the deeper feelings of the student. No method supercedes the teacher's capacity for relationship.

Life Space Interviews develop out of a problem incident. A teacher or other staff member may choose to Life Space Interview a student for various reasons:

1. The behavior exhibited is directly related to the student's individual behavioral goals as specified on the individualized education treatment program.
2. The behavior exhibited is quite unusual for the particular student, and the student appears to be in a great deal of emotional pain.
3. The behavior exhibited is recognized as ongoing, deviant behavior which the student cannot manage on his own.

One other important consideration in determining whether or not to Life Space Interview a student is time. It takes time to hear a student sufficiently, in order for him/her to feel better, have the problem clarified, and have some plan of action. Experience has shown, however, that taking the time to Life Space Interview saves time in the long run. The Life Space Interview can help to strengthen the relationship between teacher and student. With this additional rapport, future problem behavior can be managed/changed more rapidly.

It is helpful to divide the Life Space Interview into five operational steps: (1) Hear the feelings, (2) Define the problem, (3) Brainstorm alternatives, (4) Form an agreement, and (5) Follow-through on the agreement.

1. FEELINGS

The main focus of adult concern at this stage is in helping the student identify and label his/her feelings. The purpose of the Life Space Interview is to determine a more appropriate way to express the feelings, rather than to deny the importance of the feelings. Therefore, unconditional acceptance of feelings is more important.

(Refer to Rogers, Reflective Listening, and Gordon, Active Listening, for other techniques.)

2. PROBLEM

At this step in the Life Space Interview, the teacher encourages the student, in a nonthreatening and nonjudgemental way, to describe the incident as he/she remembers it. The teacher guards against assuming that the problem the student is experiencing is the same as the problem the teacher might have experienced. In being as descriptive of the problem as possible, the student often experiences renewed feelings. Thus, the teacher allows the feelings and problem steps to flow back and forth.

The interview is ready to progress to the next step when a clear statement of the problem (as experienced by the student) can be agreed upon by both the student and adult.

3. ALTERNATIVES

After the problem has been clearly defined, the next step is to brainstorm alternatives. The teacher must be willing to accept all alternatives. At this stage there is no attempt to test the reality of any alternatives presented by the student. The alternatives should fit the problem statement and the purpose of the Life Space Interview i.e., either to help the student handle the present situation, or to learn something for the future.

4. AGREEMENT

This is the point in the Life Space Interview where the teacher helps the student look at the reality and consequences of the alternatives. The goal of this step is for the teacher and student to agree upon one of the alternatives and build a clear, realistic, and honest agreement. The agreement requires reasonable effort on the part of the student. Remember that a definite change in behavior is being sought, and change is difficult. As the agreement develops, the teacher may wish to offer assistance. This assistance can take many forms. Two types of assistance which are useful are (a) helping the student "practice" what he/she is proposing by simulating the situation, and (b) offering to give the student a "cue" should the teacher see the problem behavior starting again.

5. FOLLOW-THROUGH

The final step of the Life Space Interview is follow-through on the agreement. It is important to remember that change is difficult and the student deserves recognition of his/her efforts. Praise is crucial. Should the agreement fail, the teacher goes through the following possible reasons with the student and decides on a course of action.

a. The student might simply have forgotten and a reminder may be enough.
b. The student and teacher may have chosen the wrong alternative and a rework of the agreement may be necessary.
c. The real problem may not have been uncovered and another Life Space Interview may be needed.
d. The student may have been "manipulating" the teacher.

The Life Space Interview is a learning process. In working through the steps, the student learns to identify feelings, clarify concerns, and look toward making changes. The student learns to take responsibility for his/her own behavior by making choices and accepting responsibility for those choices. Throughout the interview it is important to let the student have the responsibility, even if this means settling for an imperfect statement of the problem or accepting an imperfect agreement.

Redl, F., & Wineman, D. (1957).

STEPS IN REALITY THERAPY

1. MAKE FRIENDS

   BE PERSONAL - Use personal pronouns. "I care enough about you to be involved, to be your friend." Spend a few seconds throughout the day reinforcing involvement.

2. ESTABLISH WHAT IS BEING DONE

   PRESENT BEHAVIOR - "What are you doing right now?" Awareness of behavior is the first step. Avoid references to the past. Emphasize behavior, not feelings.

3. IS IT HELPING

   VALUE JUDGMENT - Ask student to evaluate his/her own behavior. "Is what you're doing helping you?" It must be the student's decision to do something better than what he/she is doing now.

4. MAKE A PLAN TO DO BETTER

   PLAN - Work with the student to formulate alternatives. Keep the plan simple - short spans of time. Build success into the plan.

5. GET A COMMITMENT

   COMMITMENT - Seals the plan. Build in a way to check back, follow-up, give positive reinforcement. The student needs to accept some responsibility for this. A written form may be helpful.

6. ACCEPT NO EXCUSES

   NO EXCUSES - Eliminate discussion of excuses to show you really know the student can succeed. Re-plan with the student. "When do you think you can do this?" Do not give up.

7. NO PUNISHMENT/NO INTERFERENCE WITH REASONABLE CONSEQUENCES

   NO PUNISHMENT - Punishment removes the responsibility from the student. Set rules and sanctions with the student. Use natural consequences - this does not cause actual pain. The student has to understand that he/she is responsible for himself/herself. It takes time and consistency.

8. NEVER GIVE UP

Glasser, W. (1965).

HOW TO HELP STUDENTS LEARN BEHAVIOR CONTROLS

Developing positive relationships with students in the classroom setting can decrease misbehavior and help students learn behavior controls. Teachers are the facilitators of student behavior controls. Teachers provide the support base for students to grow through problem solving. The following techniques are provided to assist teachers in the types of responses which lead to relationship building and to help students learn behavior controls.

Respect for Children

The teacher who will be responsible for students in any type of program must first of all be aware of his/her own attitudes toward students. A positive teacher views students as valuable individuals, each with unique qualities and skills necessary for optimal development. With basic respect for students, the teacher strives to understand the student's wants and needs. The student, in his/her own style, responds to respectful tones, and, when certain of the teacher, joins in rapport geared toward growth-enhancing goals. Out of respect for the student, the teacher assumes the student wants to handle himself/herself in the appropriate manner in any given situation.

Knowledge of Age-Appropriate Behavior

Accompanying respect for students as individuals is a basic understanding of age-appropriate behaviors. Knowledge of developmental levels provides the teacher with a guideline for establishing general expectations and a base from which to evaluate behavior within the group.

All students are seen as desiring to be a part of a peer group, to receive attention from the adult, and to do well in assigned tasks. While the student is responsible for his/her own behavior, it is the responsibility of the teacher or other adult to behave in a manner that solidly encourages and supports the student to handle himself/herself in appropriate ways.

Once the basic limits and expectations of the setting are understood, there are actions which can be taken within the teacher's realm of responsibility that enhance their learning of behavioral controls.

Clear, Reasonable Expectations "Say what you mean and mean what you say!"

Students, as do teachers/adults, want to know what is expected in any given situation. Some students need to have both the situation and the particular responsibility within it defined. In clearly defining situations and expectations, students are provided with the channels of praise and reinforcement for appropriate behaviors. Sometimes adults assume a student knows exactly what is expected, when in reality, the student has not received a message of clear definition of task. A student may also behave contrary to expectations as conveyed to the group to see if the adult really means what is said. For example, "Does the teacher care enough about me to help me do what is expected?" This question may be asked loudly by the student through his/her behaviors.

Teachers learn from experience to carefully assess their own expectations of students so it can be determined if the expectations are reasonable. The student who asks "What are we going to do?" demands an answer. Also, teachers learn that, whenever possible, activities are improved if students are included in planning the activities.

Reasonable, Consistent, Predictable Consequences

Consequences for not meeting the expectations of the situation are just as vital as clear, reasonable expectations. Students want to meet the expectations and therein receive positive gratification. Expectations challenged through misbehavior and found to be appropriate, which are not supported and followed through on, leave the student with self-reflections echoing, "I've failed again!"

Empathetic Understanding

An adult's capacity to empathize is an invaluable asset in problem solving. Human responses as an adult to a student in confusion, anger, loneliness, frustration (any hurt) is to reach out with understanding of the hurt the student is feeling at that moment. The student has a right to his/her feelings. A student may come to the teacher after losing out in a fist fight and say "I'm going to kill that Joe..." If the student has a right to his or her feelings, the teacher does not try to talk the student out of the feelings. At that moment the student feels like he wants to "kill that Joe." A helping adult can understand and accept the angry feelings at that moment and simultaneously protect the student from hurting himself or anyone else.

Empathizing with a student means feeling with the student. The teacher lets the student know he/she is not alone. The teacher, in helping the student work through the problem in a supportive manner, has increased potential for the student to better handle a difficulty another time. To provide such assistance, the teacher/adult must be a good listener.

Accepting the feelings of students does not mean accepting all students do. The helpful teacher assists students in learning they have a right to feelings, but they must also handle their feelings in socially acceptable ways.

The classroom group is quick to learn of a classmate being helped with a problem by the teacher. Relationships grow through problem-solving. Stress in the group is relieved when problems are solved.

Movement from "I cannot" to "I can!"

When students learn new skills, they feel better about themselves. Students who feel good about themselves usually reflect an affirmative self-view through positive behaviors. The teacher may need to assist the student in learning a new skill; however, the teacher holds before the student the expectation that someday he/she will be able to do the skill alone. A teacher who sees a student as "one who can" and, therefore, teaches the student new skills is greatly needed by the student who behaves as "one who cannot." The challenge is to develop a program built upon sequential steps with each step having successful experiences. Each success experience increases the student's desire to try harder. Appropriate, sincere praise provides encouragement and gives reason for the student to feel important.

The Teacher/Adult Provides the Model

The teacher must be aware that his/her own actions, whether chosen so or not, set a pattern for students. Students receive cues from the adults. Sometimes adults give mixed messages to students. For example, as the PE teacher begins playing catch with a student, he says, "O.K. let's put away the equipment," or the teacher says "Let's go to lunch," as he/she seats himself at the desk. Students look to adults to learn expected ways of handling emotions.

Group Participation

The goal should be to help each student feel a part of the class group. Teachers control this in part in the selection of activities. For example, does the activity demand everyone's participation for fun and success, and is the activity one in which all can participate?

It is impossible and unnecessary to see or handle all behaviors within the group. Select carefully those behaviors to acknowledge. For most students, adult attention and appreciation is reason enough to repeat behaviors or "misbehaviors."

Excerpts from Experience

In helping students learn behavior controls, teachers can use the following guidelines:

1. Know Yourself.
2. Be firm, kind, and consistent.
3. Learn from your mistakes; allow students to do the same.
4. Use your ability to observe and reason.
5. Use language students understand.
6. Ask questions and seek help when needed; do not give up.
7. Avoid introducing too many new concepts at once.
8. Begin at the success level of the student.
9. Move a step at a time.
10. Enjoy a sense of humor; share it with students.

Wright School. (1982).

TWELVE ROADBLOCKS TO COMMUNICATION "DIRTY DOZEN"

The Twelve Roadblocks to Communication, the Dirty Dozen, are a list of inappropriate responses for communicating with students.

1. ORDERING, DIRECTING, COMMANDING

   Telling the other to do something, giving him/her an order or a command:

   "I don't care what other parents do, you have to do the yard work!"
   "Don't talk to your mother like that!"
   "Now you go back up there and play with Ginny and Joyce!"
   "Stop complaining!"
   Non-verbal: physically putting student in his room.

2. WARNING, THREATENING, PROMISING

   Telling the other what consequences will occur if he/she does something, or carrying out the consequences (rewarding or punishing):

   "If you do that, you'll be sorry!"
   "One more statement like that and you'll leave the room!"
   "You'd better not do that if you know what's good for you!"
   "If you calm down, I'll listen to you."
   Non-verbal: Spanking
   Rewarding

3. MORALIZING, PREACHING, SHOULD AND OUGHTS

   Invoking vague outside authority as accepted truth:

   "You shouldn't act like that."
   "You ought to do this..."
   "Students are supposed to respect their teachers."

4. ADVISING, GIVING SOLUTIONS OR SUGGESTIONS

   Telling the other how to solve a problem, giving him/her advice or suggestions: providing answers or solutions for him/her.

   "Why don't you ask both Ginny and Joyce to play down here?"
   "Just wait a couple of years before deciding on college."
   "I suggest you talk to your teachers about that."
   "Go make friends with some other girls."

5. TEACHING, LECTURING, GIVING LOGICAL ARGUMENTS

Trying to influence the other with facts, counterarguments, logic, information, or your own opinions:

"College can be the most wonderful experience you'll ever have."
"Children must learn how to get along with each other."
"Let's look at the facts about college graduates."
"If kids learn to take responsibility around the house, they'll grow up to be responsible adults."
"Look at it this way--your mother needs help around the house." "When I was your age, I had twice as much to do as you."

6. JUDGING, CRITICIZING, DISAGREEING, BLAMING

Making a negative judgment or evaluation of the other:

"You're not thinking clearly."
"That's an immature point of view."
"You're very wrong about that."
"I couldn't disagree with you more."

7. PRAISING, AGREEING

Offering a positive evaluation or judgment, agreeing:

"Well, I think you're pretty."
"You have the ability to do well."
"I think you're right."
"I agree with you."
"You've always been a good student."
"We've always been proud of you."

8. NAME-CALLING, LABELING, STEREOTYPING

Making the other feel foolish, putting the other into a category, shaming him:

"You're a spoiled brat."
"Look here, Mr. Smarty."
"You're acting like a wild animal."
"Okay, little baby."

9. INTERPRETING, ANALYZING, DIAGNOSING

Telling the other what his motives are or analyzing why he/she is doing or saying something; communicating that you have him/her figured out or have him/her diagnosed:

"You're just jealous of Ginny."
"You're saying that to bug me."
"You really don't believe that at all."
"You feel that way because you're not doing well in school."

10. REASSURING, SYMPATHIZING, CONSOLING, SUPPORTING

Trying to make the other feel better, talking him/her out of his/her feelings, trying to make his/her feelings go away, denying the strength of his/her feelings:

"You'll feel different tomorrow."
"All kids go through this sometime."
"Don't worry, things will work out."
"You could be an excellent student, with your potential."
"I used to think that too."
"I know, school can be pretty boring sometimes."
"You usually get along with other kids very well."

11. PROBING, QUESTIONING, INTERROGATING

Trying to find reasons, motives, causes; searching for more information to help _you_ solve the problem:

"When did you start feeling this way?"
"Why do you suppose you hate school?"
"Do the kids ever tell you why they don't want to play with you?"
"How many other kids have you talked to about the work they have to do?"
"Who put that idea into your head?"
"What will you do if you don't go to college?"

12. WITHDRAWING, DISTRACTING, SARCASM, HUMORING, DIVERTING, INDIRECTION

Trying to get the other away from the problem; withdrawing from the problem yourself; distracting the other, kidding him/her out of it, pushing the problem aside:

"Just forget about it."
"Let's not talk about it at the table."
"Come on--let's talk about something more pleasant."
"How's it going with your basketball?"
"Why don't you try burning the school building down?"
"We've been through all this before."

Gordon, T. (1970).

TAKE-5 PROGRAM

One of the most prominent characteristics of the emotionally handicapped student is a low level of tolerance for frustration. These students become frustrated quickly and easily and their response to frustrating situations is often inappropriate and counter productive. Many of the students are highly distractible, react to situations impulsively, are easily manipulated by others, experience difficulty in adjusting to change and exhibit aggressive behavior frequently. It is as the student is functioning at a level of anxiety much higher than that of the average student.

As one might suspect, teaching highly anxious and easily aroused students is exceptionally demanding. Teachers of emotionally handicapped students begin each year with a classroom environment which is unpredictable, chaotic, potentially explosive and frequently hostile. The teachers are expected to transform the classroom into an organized, safe and friendly center of learning. Moreover, they are expected to remain clam, fair and efficient under the most adverse of conditions. What often is seen is an enthusiastic teacher entering a classroom only to encounter a group of unmanageable students which the teacher may be inadequately trained to handle. The result is a situation where both the teacher and students lose.

One effective way to alleviate such situations is through teaching the health enhancing life skill of relaxation. According to Dr. Herbert Benson, Associate Professor of Medicine at Howard Medical School and Author of Relaxation Response, learning to relax is one on the most important skills a person can develop. Benson's studies indicate that individuals practicing the relaxation response exhibit a marked decrease in respiratory and heart rate, muscle tension and blood pressure. In addition, a majority of the individuals report a sense of calm, refreshment, and well being after practicing relaxation training. The evidence is unequivocal. Learning to relax is both physically and psychologically nourishing.

Take-5 is a structured program designed to teach basic relaxation skills to emotionally handicapped students. The program helps students develop the necessary coping skills which enable them to learn more sophisticated social and problem solving skills. This program is relatively short and easy to implement. Take-5 consists of eight 30-minute training lessons. In addition a 5-minute mini-relaxation exercise is used as a reinforcement to the lessons.

TAKE FIVE - Lesson #1

OBJECTIVES:

1. Students will become familiar with the purpose and goals of the Take-5 program.
2. Students will be able to define stress, and describe its cause and effects.
3. Students will become familiar with the purpose and use of the Stress Level Scale (page 147).
4. Students will participate in a Take-5 relaxation experience.

MATERIALS REQUIRED:

Chalkboard, chalk, Stress Level Scales

PROCEDURE:

TEACHER: Today we are going to start a new unit on learning how to relax, called Take-5. With Take-5, we will learn what stress is, how it affects us, and most importantly, how to handle it.

Everybody gets nervous, scared, upset and mad sometimes, even adults. It's normal to have these feelings, and in fact, something would probably be wrong if you didn't feel that way sometimes. A lot of people don't like to talk about these feelings because they think other people might think they are weak or sissies, but everyone has them sometime. Usually when students or adults have these feelings, though, they cannot work as well. Some people even get out of control and have a hard time calming themselves down.

HAVE TEACHER GIVE A PERSONAL EXAMPLE OF A TIME HE/SHE GOT SO UPSET THEY HAD A HARD TIME CONTROLLING HIM/HERSELF. FOR EXAMPLE, "Last week I told my kids to clean up their room since we were having company. When I got home, they hadn't, and I got so mad I yelled at them and gave myself a headache.

But it is possible to calm yourself down using Take-5.

How many people here have heard the word 'stress'? What is stress? What does it mean to you?

ELICIT RESPONSES AND WRITE THEM ON THE BOARD.

AFIRM RESPONSES AND STATE A GENERAL DEFINITION SUCH AS, "Stress is being so upset that you have trouble doing anything." For example; TEACHER GIVE PERSONAL EXAMPLES SUCH AS, "One time my dog was hit by a car. I was so upset I couldn't think about teaching, I got mad at the kids in my class and was even late for my appointment with the principal. I just couldn t keep my mind on my work."

GIVE GENERAL EXAMPLES - "You might have a hard time concentrating on your work, or you might forget something important you need to do." "What happens to you when you are under stress? How do you feel?"

AGAIN, WRITE RESPONSES ON THE BOARD.

FOR STUDENTS WHO ARE UNABLE TO IDENTIFY THEIR REACTION TO STRESS, GIVE CONCRETE EXAMPLES. THEN ASK THE STUDENTS TO IDENTIFY THEIR RESPONSES TO THESE SITUATIONS. FOR EXAMPLE, "How do you feel when: you're waiting in a doctor's office; Dad comes home and you forget to take the garbage out; or you have to take home a bad report card."

* NEXT, DRAW THE STRESS LEVEL SCALE ON THE BOARD. EXPLAIN IT.

The Stress Scale is a quick way of helping people measure their level of stress at any given moment. Think of Number 10 as the most stressful you have felt, and Number 1 as the most relaxed. For example, if you are watching your favorite TV program, and are feeling really good--not worried about anything, you would rate yourself around Number 1 with an X.

X
1 5 10
Relaxed So-So Tense
(Neither relaxed or stressed)

If you are waiting to take an important test and are very, very nervous, you would rate yourself around 10.

X
1 5 10
Relaxed So-So Tense
(Neither relaxed or stressed)

Now, think about yourself right now. Where do you fit on the scale?

ELICIT RESPONSES AND PLOT STUDENTS ON SCALE.

X (Sigmund) X (Boris)
1 5 10
Relaxed So-So Tense

If you're feeling upset or tense, what we are going to do is to learn how to handle these feelings. We're going to learn how to relax. I'm going to be asking you to do things that are kind of different and things you're not used to, like closing your eyes or stretching around. You might be embarrassed at first, but everyone will be doing it, and as we do it you'll see how good it feels and how much it helps.

Let's start by thinking about breathing. What is your breathing like when you're relaxed? Think about when you're lying in the sun at the beach. What is your breathing like?

*See Pulse-Rate Method in Bibliography.

ELICIT RESPONSES--TRY TO INCLUDE: EVEN, DEEP, STEADY, ALMOST NOTICEABLE.

How about when you're upset? For example, right before a fight, what is your breathing like?

ELICIT RESPONSES--TRY TO INCLUDE: FAST, NOISY, IRREGULAR, IT'S HARD TO CATCH YOUR BREATH.

In order to relax, your breathing must be controlled, and that's what we're ging to practice today. We're going to practice relaxed breathing.

THE LIGHTS CAN BE TURNED DOWN NOW, AS A CUE TO RELAX.

First, get in a comfortable position in your chair. You might want to move around just a little until you're comfortable. Place your feet flat on the floor. Put your hands in your lap, or if you feel more comfortable, put your head down on your desk. Close our eyes and just notice your breathing. Take a deep breath and hold it a second and then gently blow it out so that only you can hear it. Now take another deep breath, hold it a second and blow it out gently so that only you can hear it. Now I want you to take another deep breath and I want you to say something to yourself. As you breathe in say, "Calm," and feel the calm air come in. As you breath out, say to yourself, "relaxed" and feel relaxing air go out. In - "calm," out - "relaxed," "calm"..."relaxed," "calm"..."relaxed."

START SAYING THIS SOFTER. Keep noticing your breath and saying these words to yourself.

PAUSE - 30 SECONDS.

SAY AGAIN - "Calm"... "relaxed," "calm"..."relaxed." We're going to end this exercise now. Keeping your eyes closed, start to wiggle your toes and fingers to wake them up. I will count to 3, and when I say 3, you will open your eyes and say to yourself, "I am calm and relaxed." 1 - 2 - 3.

How was that experience for you? Now look at your scale. Where would you put yourself now?

This is something that might be hard for some of you at first, but with practice it gets to be easier and feel better. It's important to practice this, especially when you feel upset, angry or nervous. We will be doing some more of this tomorrow and throughout the day.

TAKE FIVE - Lesson #2

OBJECTIVES:

1. Students will review purpose of program (including being able to define stress and explain Stress Level Scale).
2. Students will be able to identify their body's responses to stress.
3. Students will become aware of people's different responses to stress.

PROCEDURES:

1. BEGIN LESSON BY HANDING OUT THE STRESS LEVEL SCALE AND ASK STUDENTS TO RATE THEMSELVES ON IT. We are going to start this lesson like all Take-5 Lessons by rating ourselves on the Stress Level Scale. Put an "X" where you feel you are right now. Remember if you are feeling nice and relaxed you put an "X" on the numbers one, two, or three. If you are feeling just so-so or not really relaxed and not really tense, ~~put~~ an "X" somewhere on four, five, or six. If you are feeling tense or upset right now put an "X on seven, eight, nine, or ten.

   GET FEEDBACK FROM STUDENTS ON HOW THEY RATED THEMSELVES. Would anyone like to share how they rated themselves?

2. LEAD STUDENTS THROUGHT TAKE-5. I notice some of you are falling at the so-so or higher level. Let's do our first Take-5 and see if we can bring our stress level down. This is something that we will be doing at the beginning and the end of each lesson and also in our class during the week. Before we do it, let me tell you what it is. Take-5 is tensing all your muscles at once, relaxing them, taking five deep, calming breaths, and saying to yourself, "I can stay calm and relaxed. Let's practice it now. Let's first get in the Take-5 position. The Take-5 position is:

   TEACHER MODELS

   a. Sitting up straight in your chair;
   b. Feet flat on the floor;
   c. Hands on your lap;
   d. Eyes closed.

   Watch how I do it. Now you do it.

   TEACHER CHECKS STUDENTS MAKING SURE THEY ARE IN TAKE-5 POSITION. Good, everyone is in the Take-5 Position. Now we are going to tense all of our muscles at once. Watch me.

d. Take a breath..."calm." Let it out now..."relaxed."
e. In...""calm," out..."relaxed."
f. "Calm ...""relaxed."
g. "Calm"... relaxed."
h. Say to yourself, "I can stay calm and relaxed."

How did that feel? It might seem awkward or silly to you now, but the more we do it the more comfortable it is going to be.

3. REVIEW CONCEPTS FROM THE FIRST LESSON:

What did we talk about last time? ELICIT RESPONSES.

Who remembers what the Take-5 program is for? ELICIT RESPONSES.

What is stress? We talked about that a little last week. Who can tell me what it is? ELICIT RESPONSES.

We talked a little bit about different situations that make you stressful. Who remembers what some of those are? ELICIT RESPONSES.

What we want to talk about now is how your body will react to different stressful situations.

4. INTRODUCTION OF THE CONCEPT THAT PEOPLE RESPOND TO STRESS DIFFERENTLY

I'm going to describe some situations now, and as I do so, think about how you will react to them.

a. Think about the time your mother told you that you had a doctor's appointment;
b. The time you were sitting in the waiting room of the dentist knowing you had to have your teeth drilled;
c. The time you had to take a report card home that was terrible;
d. The time when a big angry dog came barking out of nowhere and began chasing you.

How did that feel to you? What did your body do? ELICIT RESPONSES AND WRITE THE RESPONSES ON THE BOARD. Some of you might have reacted differently to these situations. Your body might react differently than someone else's. POINT OUT DIFFERENCES OF RESPONSES WRITTEN ON BOARD, SUCH AS: "See, some of you reacted with sweaty hands or butterflies in your stomach, and my reaction would be to have a tight neck."

Okay, now as I pass this worksheet:

a. Think about where you fall on the first scale when you are in a doctor's office and you know you are going to get a shot. Put an "X" at a place on the scale that shows what your stress level would be. Would you be feeling relaxed, so-so, or somewhat tense?

b. Where would you fall on that second scale when you do something wrong, you get caught, and you know you are going to be in trouble when your father gets home. Would you be feeling relaxed, so-so, or pretty tense?
c. How about going on a Ferris Wheel at the county fair. Rate yourself on this item.
d. What if a boy or girl who is smaller than yourself hits you without meaning to do it?
e. Your mother tells you that she won't be able to take you and your friend to the movies as she promised.
f. You accidently break some of your mother's dishes.

ELICIT RESPONSES FROM THESE AND TRY TO POINT OUT SOME OF THE DIFFERENCES. SHOW HOW SOME STUDENTS FELT DIFFERENTLY IN DIFFERENT STRESSFUL SITUATIONS.

5. NOW LEAD THE CLASSROOM IN A TAKE-5. SEE PROCEDURE ABOVE.

6. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.

TAKE FIVE - Lesson #3

OBJECTIVES:

1. Students will review previous lesson.

2. Students will learn the value of muscle relaxation.

3. Students will participate in a muscle relaxation exercise involving all muscle groups.

PROCEDURE:

1. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.

2. LEAD STUDENTS THROUGH A TAKE-5 EXERCISE. THE STEPS FOR THIS ARE:

   a. Get in the Take Five position;
   b. Brief 5 second tensing and then relaxing of all muscle groups;
   c. Closing eyes, take a deep breath and say to yourself..."Calm." Let it out and say to yourself...? "Relaxed."
   d. Take a breath..."Calm," let it out... "Relaxed."
   e. In..."calm", out..."relaxed."
   f. "Calm"..."relaxed."
   g. "Calm"..."relaxed."
   h. Now say to yourself, "I can stay calm and relaxed."

3. REVIEW PREVIOUS LESSON

   Okay class, who can tell me what we talked about last week? TRY TO ELICIT INFORMATION FROM THE CLASS ON HOW THE BODY RESPONDS TO STRESS. The main points we want to review are:

   a. People respond to stress in different ways.
   b. Different situations produce different levels of stress for individuals.

4. INTRODUCTION OF MUSCLE RELAXATION

   Okay, so now we see that certain situations make us feel uncomfortable. Some people feel more comfortable in certain situations than others. Now the question is how do we control our body's reactions to stressful situations? How do we become more relaxed and more comfortable when we are upset?

   As we talked about earlier, one of the things that will happen when you are in a stressful situation or get upset or angry is that some place in your body some muscles will become tense or tight. This happens to everyone. It is impossible to be relaxed and have tense muscles. It is also impossible to be tense and have relaxed muscles. That's the reason why Take-5 starts with relaxing tense muscles. Because we are tensing up all the muscles and releasing the tension, the muscles become relaxed.

4. INTRODUCTION OF MUSCLE RELAXATION (continued)

You can use this technique in different situations. By being able to tense and relax muscles in your body you feel more comfortable and less upset. So what we are going to learn today is a way to relax different muscles. Doing muscle relaxation might seem silly or embarrassing, but don't let it bother you because we will all be doing it and you will probably find it is a lot of fun.

Let's begin by getting in the Take-5 position. Remember this is sitting up straight in your chair, putting your feet flat on the floor, and your hands in your lap. You wouldn't need to close your eyes for this exercise.

Wiggle around a little until you find a way of sitting that is completely comfortable. Close your eyes a second and think of your hands. Feel the bones inside them. Feel the muscles that move the bones. Now open your eyes and make a fist of your hands and squeeze tightly.

TEACHER MODELS THIS AND ALL OTHER INSTRUCTIONS

Hold your hands tightly (5 seconds). Now relax, and feel the tingling feeling of relaxation coming to your hands.

Pause (10 seconds or so between instructions)

Now draw up your arms and tighten your muscles as tightly as you can. Hold it (five seconds). Now relax and feel the tension drain out of your arms.

Pause

Shrug your shoulders. Now squeeze them together pushing up as if to push them up through your ears. Hold them tightly (five seconds). Now let them go and feel all of the tension drain out of your body.

Pause

Open your mouth as far as it will go stretching the muscles at the corners of your mouth. Hold it tightly (five seconds). Relax and feel the tingling in your mouth.

Pause

Now press the tongue against the roof of your mouth and tighten your jaw muscles. Hold them tightly (5 seconds). Now let go and relax.

Pause

Now press the tongue against the roof of your mouth and tighten your jaw muscles. Hold them tightly (5 seconds). Now let go and relax.

Pause

Now wrinkle you nose and make a face. Scrunch up your face tightly and hold it. Let your face relax now.

Pause

Now tighten the muscles of your chest, stomach, and abdomen. Pull all the muscles tightly and hold (5 seconds). Now let them go feeling the relaxation pour in.

Pause

Now tense the muscles of your thighs by straightening your legs. Hold them tightly (5 seconds). Now relax your thighs and let all the tension drain out of the thighs. Now tense the back of your legs by pointing your feet up. Hold your legs tensely.

Pause (5 seconds)

Now relax and let all the tension go.

Pause

Now tense your feet by curling the toes. Keep them curled tightly. Now relax your toes and feel the relaxation coming to your feet.

Pause

Your whole body is feeling loose and relaxed now. Feel yourself supported by the chair and breath deeply,, and as you breath in let each breath fill your body with a deeper and deeper feeling of relaxation.

Pause

See if there are any places of tension left in your body. If you feel these tenion on some areas, hold these muscles tight and then relax the muscles.

Pause

Now that we've relaxed most of the muscles in your body, how does it feel to you? Do those muscles that we just relaxed feel different? Do you feel different from when we started the exercise?

ELICIT RESPONSES AND DISCUSSION FROM THE CLASS.

5. LEAD THE STUDENTS THROUGH A TAKE-5 RELAXATION.

6. ASK THE STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.

TAKE FIVE - Lesson #4

OBJECTIVES:

1. Students will review previous lesson.
2. Students will identify behavioral consequences of stress.

PROCEDURE:

1. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.

2. LEAD STUDENTS THROUGH TAKE-5 RELAXATION.
BRIEF INSTRUCTIONS ARE AS FOLLOWS:

   a. Everyone get in the Take-5 position.
   b. Okay, tense all your muscles, hold them, and now relax.
   c. Now, keeping your eyes closed, take a deep breath in and say to yourself, "Calm." Let it out and say to yourself, "Relaxed."
   d. Take a breath...calm." Let it out now..."relaxed."
   e. In..."calm," out..."relaxed."
   f. "Calm"..."relaxed."
   g. "Calm"..."relaxed."
   h. Say to yourself, "1 can stay calm and relaxed."

3. REVIEW THE PREVIOUS LESSON.

   Okay, class, who can tell me what we talked about last week? TRY TO ELICIT INFORMATION FROM THE CLASS ABOUT THE REASONS BEHIND MUSCLE RELAXATION. The main points we want to review here are:

   a. Muscle tension and relaxation cannot occur simultaneously.
   b. By learning to relax muscles, you can learn to be more comfortable and less upset.
   c. An effective method of relaxing muscles is through the process of tension and release.

4. INTRODUCTION OF NEW MATERIAL - BEHAVIORAL CONSEQUENCES OF STRESS

   So, we've talked about how your body reacts to stress; like your heart beats faster, your hands get sweaty, you can't think straight and your muscles get tight. But what happens to your behavior? How do you act when you're under stress?

   ELICIT RESPONSES FROM CLASS. SOME OF THE POINTS YOU MIGHT WANT TO ELICIT OR TALK ABOUT, IF THEY ARE NOT MENTIONED ARE: FIGHTING, GETTING HOOKED INTO ARGUMENTS, AVOIDING THE SITUATION, CURSING, GIVING UP OR QUITTING, HAVING LESS PATIENCE, DOING POORLY ON TESTS, TAKING DRUGS AND SLEEPING TOO MUCH.

AFTER WRITING RESPONSES ON BOARD, THE TEACHER WILL INTRODUCE THE CONCEPT OF "FIGHT OR FLIGHT." We have a good list up here now. If you look closely at all these, you will see they fall into two main groups. Most people have learned to react to stress in two different ways; they either fight or run from it. We call this the "Fight or Flight Response."

TEACHER POINTS TO INDIVIDUAL RESPONSES AND ASKS AND/OR IDENTIFIES WHICH TYPE OF RESPONSE, "FLIGHT OR FIGHT."

Look at yourself now. How do you usually react to stress? Do you fight or run?

TEACHER IDENTIFIES HIS/HER OWN PERSONAL RESPONSE AND DISCLOSES THIS TO THE CLASS. FOR EXAMPLE, "I usually run away. When I go into the lunchroom and it's noisy and loud, that is stressful to me, and I leave and go to the teachers' lounge. Another teacher may react to the same situation with a fighting response, by telling everyone to "Shut up."

So, we have talked about two ways we react to stress. In the Take-5 Program we have been learning how to relax to control our stress so we don't have to fight or run. We'll be talking more about this next time. But now, let's wrap up and do a Take-5 relaxation.

5. LEAD THE STUDENTS THROUGH A TAKE-5 RELAXATION.

6. ASK STUDENTS TO RATE THEMSELVES ON A STRESS LEVEL SCALE.

TAKE FIVE - Lesson #5

OBJECTIVES:

1. Students will review previous lesson.
2. Students will explore consequences of the "Flight/Fight Responses."
3. Students will make value judgments about typical responses to stress.

PROCEDURE:

1. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.
2. LEAD STUDENTS THROUGH A TAKE-5 RELAXATION.
BRIEF INSTRUCTIONS ARE AS FOLLOWS:

   a. Everyone get in the Take-5 position.
   b. Okay, tense all your muscles, hold them, and now relax.
   c. Now, keeping your eyes closed, take a deep breath in and say to yourself, "Calm." Let it out and say to yourself, "Relaxed."
   d. Take a breath..."calm." Let it out now..."relaxed."
   e. In..."calm," out..."relaxed."
   f. "Calm"..."relaxed."
   g. "Calm"..."relaxed."
   h. Say to yourself, "I can stay calm and relaxed."

3. REVIEW THE PREVIOUS LESSON

   Okay, who remembers what we talked about last time? ELICIT RESPONSES FROM CLASS. INCLUDE THE FOLLOWING POINTS:

   a. Most students respond consistently with either a fight or a flight response.
   b. A more positive reaction would be to learn to control the stress through practicing relaxation.
   c. Most responses to stress fall in the category of fighting or running.

4. EXPLORE CONSEQUENCES OF "FLIGHT OR FLIGHT" RESPONSES

   Last week we talked about two basic responses to stress; flight or fight.

   TEACHER WILL WRITE TWO COLUMNS ON THE BOARD WITH THE HEADINGS, FIGHT AND FLIGHT, AND ASKS STUDENTS TO GIVE EXAMPLES OF EACH.

   What were some of the examples of the fight response? WRITE THESE ON THE BOARD.

Now, what were some examples of the flight response? WRITE THESE ON THE BOARD.

BESIDE EACH RESPONSE, ASK STUDENTS TO IDENTIFY SOME CONSEQUENCES OF THE RESPONSE. ENCOURAGE SEVERAL RESPONSES. For example, "What happens when you get into a fight?"

EXAMPLES:

FIGHT	CONSEQUENCES (WHAT HAPPENS?)
a. Get into fight --->	Get hurt, put on restriction, parents find out, sent to the principal, detention.
b. Scream at another student --->	
c. Throw things --->	

FLIGHT (Run)	CONSEQUENCES (WHAT HAPPENS?)
a. Skipping school --->	Fall behind in work, get a zero for the day, detention, get into trouble at home.
b. Lying --->	
c. Pretending to be sick --->	
d. Locking self in room --->	

Take a minute and look to see what happens when you either fight or run. Does it usually help the situation? Does it solve the problem or does it make it worse? TRY TO ELICIT FROM THE CLASS THAT THESE RESPONSES ARE COUNTER-PRODUCTIVE.

Most of us have learned to react to stress by using one of these two, either fighting or response we have. In some cases these responses might help, but in most cases they don't. So, when you get into a situation where you might want to fight or run, you now have a third choice; that is, to stop and get control of yourself and the situation. Then act in a way that will help you rather than hurt you. Let's continue practicing our third choice and wrap up this lesson with a Take-5 relaxation.

5. TEACHER LEADS STUDENTS THROUGH A TAKE-5 RELAXATION.
6. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.

TAKE FIVE - Lesson #6

OBJECTIVES:

1. Students will review previous lesson.
2. Students will learn to adapt Take-5 to real life situations.

PROCEDURE:

1. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.
2. LEAD STUDENTS THROUGH A TAKE-5 RELAXATION. BRIEF INSTRUCTIONS AS FOLLOWS:

   a. Everyone get in the Take-5 position.
   b. Okay, tense all your muscles, hold them, and now relax.
   c. Now, keeping your eyes closed, take a deep breath in and say to yourself, "Calm." Let it out and say to yourself, "Relaxed."
   d. Take a breath..."calm." Let it out now..."relaxed."
   e. In..."calm," out..."relaxed."
   f. "Calm"..."relaxed."
   g. "Calm"..."relaxed."
   h. Say to yourself, "I can stay calm and relaxed."

   How did that feel? It might seem awkward or silly to you now, but the more we do it the more comfortable it is going to be.

3. REVIEW THE PREVIOUS LESSON BY MAKING SURE TO INCLUDE:

   a. A review of three possible reactions to stressful situations--Fight, Flight or Take-5.
   b. People's natural reactions to stressful situations generally result in undesirable consequences.

   IN REVIEWING THESE TWO CONCEPTS, THE TEACHER MAY WANT TO GIVE EXAMPLES OR WRITE EXAMPLES ON THE BOARD OF A STRESSFUL SITUATION AND THE THREE WAYS A PERSON CAN REACT TO THEM.

4. LEARNING HOW TO ADAPT TAKE-5 TO REAL LIFE SITUATIONS

   So, we've talked about stressful situations and how we can react. We see that most people react in a way that does not help them. We've also said that the most helpful thing to do in this kind of situation is to relax. So, how do we do that? How do we get ourselves relaxed when we are in a situation that makes us tense? We do it by following these four steps: (TEACHER WRITE ON BOARD)

   a. Become aware of yourself getting tense. For example: you feel upset, angry or scared, your mind goes blank, your stomach feels funny. Perhaps you feel sweaty.

b. As soon as you see this is happening, say to yourself, "Stop and Take-5."
c. Do a Take-5 exercise.
d. Ask yourself, "What is the best thing to do now?"

Let's see how this works, now, in a real life situation. Suppose you are going to have a test after lunch, and at lunch you begin to feel upset. What do you do?

ELICIT RESPONSE AND REVIEW THE FOUR STEPS.

Now, what do you do when you are sitting in the doctor's office and you begin to feel tense?

ELICIT RESPONSE AND REVIEW THE FOUR STEPS.

These were situations you knew about ahead of time and you could plan for, but what about situations that happen all at once, without warning; like a fire drill or a bully comes up and tries to start a fight? In these sit ations it is impossible to tense all your muscles, close your eyes and'breathe doing the full Take-5 exercise. In these crisis situations it is important to be alert and relaxed. Here a Mini Take-5 would help.

In a Mini Take-5 you:

a. Notice you're tense or upset;
b. Say to yourself, "Stop and Take-5";
c. Do a Mini Take-5, which is just taking 5 calming breaths and saying to yourself, "I can stay calm and relaxed"; and
d. Ask yourself, "What is the best thing to do now?"

Let's look at some different situations now and decide which we would use; either the Take-5 or the Mini Take-5. TEACHER READ OUT LOUD THE FOLLOWING LIST OR WRITE THEM ON THE BOARD, AND ASK THE STUDENTS TO STATE WHICH RESPONSE THEY WOULD USE, EITHER THE TAKE-5 OR THE MINI TAKE-5 AND WHY:

a. You meet a bully in the halls;
b. You break a dish while your parents are away;
c. Your teacher gave you a pop quiz;
d. You're in reading class and you know you're going to have to read out loud or give an oral report;
e. You're out in the hall and you think you're going to be late for class;
f. Someone calls you an ugly name;
g. You hear a strange noise at night;
h. Your friend falls off a bicycle and gets hurt bad;
i. Someone broke your favorite thing;
j. A strange person comes up and asks you for directions;
k. You have a difficult skill test in PE.

So now that you know when to use which one, I'd like you all to try it this week, either at school or at home. We'll talk about it next week. Let's end today by trying a Mini Take-5 this time.

5. LEAD CLASS THROUGH A MINI TAKE-5

Begin by taking 5 calming breaths.
a. Now as you breathe in, say to yourself, "Calm" and as you breath out, say, "Relaxed."
b. In..."calm," out..."relaxed."
c. In..."calm," out..."relaxed."
d. "Calm"..."relaxed."
e. "Calm"... relaxed."
f. Say to yourself, "I can stay calm and relaxed."

6. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.

TAKE FIVE - Lesson #7

OBJECTIVES:

1. Students will review previous lesson.
2. Students will share their experience of using Take-5 at home or at school.
3. Students will role play using Take-5 in stressful situations.

PROCEDURE:

1. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.

2. LEAD STUDENTS THROUGH A TAKE-5 RELAXATION.

   Brief instructions as follows:
   a. Everyone get in the Take-5 position.
   b. Okay, tense all your muscles, hold them, and now relax.
   c. Now, keeping your eyes closed, take a deep breath in and say to yourself, "Calm." Let it out and say to yourself, "Relaxed."
   d. Take a breath..."calm." Let it out now..."relaxed."
   e. In..."calm"," out..."relaxed."
   f. "Calm"..."relaxed."
   g. "Calm"..."relaxed."
   h. Say to yourself, "I can stay calm and relaxed."

3. ASK CLASS IF ANYONE USED TAKE-5 DURING THE WEEK.

   Last week we talked about real life situations and when to use Take-5 or Mini Take-5. Who tried it this week? How did it go?

   ASK STUDENTS TO DESCRIBE ATTEMPTS USING TAKE-5 AND AFFIRM THE RESPONSES THAT WERE APPROPRIATE. IF STUDENTS ENCOUNTERED DIFFICULTIES USING TAKE-5, BRAINSTORM WITH CLASS ON HOW TAKE-5 COULD HAVE BEEN USED IN HIS/HER SITUATION. FOR EXAMPLE;

   a. SUCCESSFUL ATTEMPT USING TAKE-5. STUDENT MIGHT SAY SOMETHING LIKE THIS, "I got home from school yesterday and went to my room and I saw my Star Wars model was wrecked. I knew my little brother did it and I was ready to pound him. The last time I did that I got into trouble. So I tried a Take-5 and it calmed me down. So, instead of running after my brother, I told my Mom and she let him have it instead." TEACHER'S RESPONSE WOULD BE SOMETHING LIKE THIS, "Great, Boris, you went through the steps beautifully. You noticed yourself getting mad, you stopped and did a Take-5, got control and did the best thing you could have done. It really worked for you."

b. UNSUCCESSFUL ATTEMPT USING TAKE-5. STUDENT MIGHT SAY SOMETHING LIKE THIS, "I got home from school yesterday, went to my room and saw my Star Wars model was wrecked. I knew it was my little brother; he always gets into my stuff and I had just told him that I'd kill him if I saw him in there again. I was so mad I didn't even think of Take-5. I ran out of my room, found my brother and started pounding him, but then my Mom came in and boy, did I get in trouble. I'm on restriction for a week." TEACHER MIGHT RESPOND BY SAYING SOMETHING LIKE: "Boy, that was a real tough situation. Sounds like you were really angry. But did it help you to go pound on your brother?"

TEACHER ASKS THE CLASS, "What else could Boris have done? When and how could he have used Take-5 in this situation?"

TEACHER TRIES TO ELICIT RESPONSES INDICATING THAT BORIS FIRST NEEDED TO REALIZE THAT HE WAS LOSING CONTROL, THEN HE NEEDED TO STOP AND TAKE-5, AND THEN THINK ABOUT WHAT WOULD BE THE BEST THING TO DO.

TEACHER CONTINUES, SAYING TO THE CLASS, "Sometimes it is hard to remember to Take-5 when you're upset. That's why it's important to practice. Let's do a practice session and see how it works."

AN EXAMPLE OF A PRACTICE SITUATION MIGHT BE THE FOLLOWING: TEACHER SAYS, "Boris', I'm going to be a bully in school who doesn't like you. You think I'm mean and nasty. I'm going to walk down the hall looking right at you."

TEACHER WILL SET UP A SITUATION WHERE HE/SHE WALKS THROUGH THE CLASSROOM APPROACHING BORIS, KNOCKS BOOKS OUT OF HIS ARMS, AND GLARES AT HIM THREATENINGLY.

THEN STOP THE ROLE PLAY.

NOW ELICIT FEEDBACK FROM BORIS. How did that feel to you, Boris? What were your thoughts? When did you realize you were upset? What did you feel like doing? How could you use Take-5 in that situation?

ELICIT RESPONSES FROM BORIS AND THE GROUP. DEPENDING ON THE TIME, SEVERAL ROLE PLAYS OF THIS NATURE COULD BE CONDUCTED; BEING SURE TO PROCESS AFTER EACH ONE.

We've done a lot of good work today and I see many of you are using Take-5 to help you. I want everyone to try it before our next lesson and we'll talk more about it then. Let's finish today by doing a Take-5.

5. TEACHER LEADS CLASS THROUGH A TAKE-5.

6. ASKS CLASS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.

TAKE FIVE - Lesson #8

OBJECTIVES:

1. Students will review previous lesson.
2. Students will share their experience of using Take-5 at home or at school.
3. Students will explore activities which help them relax.

PROCEDURE:

1. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS LEVEL SCALE.
2. LEAD STUDENTS THROUGH A TAKE-5 RELAXATION. BRIEF INSTRUCTIONS AS FOLLOWS;
    a. Everyone get in the Take-5 position.
    b. Okay, tense all your muscles, hold them, and now relax.
    c. Now, keeping your eyes closed, take a deep breath in and say to yourself, "Calm." Let it out and say to yourself, "Relaxed."
    d. Take a breath..."calm." Let it out now..."relaxed."
    e. In..."calm," out..."relaxed."
    f. "Calm"..."relaxed."
    g. "Calm"..."relaxed."
    h. Say to yourself, "I can stay calm and relaxed."
3. REVIEW PREVIOUS LESSON

You remember last week we talked about using Take-5 in real life situations, either at home or at school. Who can tell me the four steps of Take-5.

ELICIT THESE RESPONSES:

1. Notice you're upset;
2. Say to yourself, "Stop, Take-5."
3. Take-5.
4. What is the best thing I can do now?

Who tried doing it? What happened? AFFIRM APPROPRIATE RESPONSES. BRAINSTORM, ROLE PLAY AND DISCUSS UNSUCCESSFUL ATTEMPTS AS PER LESSON #7.

4. EXPLORE ACTIVITIES THAT HELP THE STUDENTS RELAX.

For the past few weeks, we've been practicing using Take-5 when it counts in real life situations. Although this is our last session to talk about Take-5, we will continue to practice on a regular basis and you will find this is an important first step in learning to solve problems. So far, we have only talked about one way of getting under control and becoming relaxed; that has been doing Take-5; but there are lots of other ways to relax.

AT THIS POINT TEACHER SHOULD SHARE SOME OF HIS/HER FAVORITE WAYS OF RELAXING. EXAMPLES MIGHT BE; LISTENING TO MUSIC, WATCHING TV, JOGGING, READING, OR VISITING FRIENDS.

What are some things that you already do that help you relax and unwind.

ELICIT RESPONSES FROM CLASS AND WRITE ON BOARD, MAKING SURE TO INCLUDE PHYSICAL ACTIVITY AND SPENDING TIME ALONE. It is important to do one of these a day, even if it's only five minutes. You will see that it makes a difference in how you feel. Situations will always come up where you feel yourself getting upset, and you can't do one of your favorite relaxation activities. That's an ideal time to TAKE-5.

5. LEAD CLASS THROUGH A TAKE-5.

6. ASK STUDENTS TO RATE THEMSELVES ON THE STRESS SCALE.

Kroungold, M., Gesten, E., Aradi, N., & Gertsmeier, N. (1980).

RECORDKEEPING

RECORDKEEPING/LEVELS FORMS

Recordkeeping is an important part of the Levels Curriculum. Recordkeeping instruments are the tools used for documenting a student's progress through the Levels. The following forms are used to implement the minimum requirements of the Levels Curriculum:

Level Evaluation Sheets. These forms are used to evaluate student's behavioral performance. The forms are completed in the a.m. and p.m. for Level I students, once daily for Level II students, and once weekly for Level III students.

Anecdotal Records. This form is used for check off or note taking regarding basic behavioral requirements for each level the student is currently assigned to.

Student Accomplishment Record. This is a point chart. Students can earn up to 10 points per class period.

Semester Levels Graph. This chart is to be kept in the case manager's file. The chart graphs weekly performance in the Levels Curriculum.

Mainstream Progress Report. This form is used to follow-up with student's progress in classes outside of the EH program. This form is to be used at least once every three weeks.

Parent Progress Report. This form is sent home to parents daily for Level D and Level I students and weekly for Level II and Level III students.

Levels Curriculum Teacher Report. This form is filled out and returned to the EH Supervisor's office. The purpose of this form is to provide feedback and suggestions to supervisory personnel regarding areas where further assistance is needed and ways in which the Curriculum can be adapted.

LEVEL I
LEVEL EVALUATION SHEET

Name ______________________

Date ______________________

	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm
A. Attends school. If excused absence, student makes up work.																				
B. Is on time to class.																				
C. Comes prepared to work with books & materials.																				
D. Completes assigned tasks with quality.																				
E. Returns signed parent progress report.																				
F. Interacts appropriately with adults and at least one peer.																				
G. Treats others with respect.																				
H. Ignores the inappropriate behavior of others.																				
I. Demonstrates responsibility (follows class rules).																				
J. Individual student goal -																				
DAILY TOTAL %																				

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LEVEL II
LEVEL EVALUATION SHEET

Name ______________________________

Date ____________________

Date																				
A. Participates actively in required classes/activities with minimal disruption.																				
B. Interacts with adults and peers appropriately on a frequent basis.																				
C. Increases difficulty and amount of classwork with quality.																				
D. Accepts responsibility and consequences for own behavior.																				
E. Gives and accepts positive feedback.																				
F. Completes homework assignments.																				
G. Attempts to apply problem solving/decision-making skills.																				
H. Follows affective group rules.																				
I. Individual goal -																				
J. Individual goal -																				
DAILY TOTAL % 100																				

LEVEL III
LEVEL EVALUATION SHEET

Name ______________________________

Date ____________________

Date																				
A. Completes all work and daily homework assignments with 80% accuracy.																				
B. Shows continued progress in required class activities as well as special projects.																				
C. Shows leadership in class by providing an appropriate role model.																				
D. Demonstrates appropriate decision-making/problem-solving skills.																				
E. Interacts with adults and peers appropriately on a frequent basis.																				
F. Accepts responsibility and consequences for own behavior.																				
G. Assists other students in finding appropriate ways of handling difficult situations.																				
H. Interacts in affective group, gives and accepts feedback in discussion times.																				
I. Individual goal -																				
J. Individual goal -																				
DAILY TOTAL %																				

ANECDOTAL RECORDS

NAME ____________________

LEVEL ONE	Monday	Tuesday	Wednesday	Thursday	Friday
1. Comes prepared and participates in required class activities					
2. Returns parent progress report signed					
3. Interacts with adults and at least one peer					
4. Completes all work and assumes responsibility when absent					
5. Individual goal -					
LEVEL TWO					
1. Active participation without disruption					
2. Appropriate interactions with adults and at least two peers					
3. Gives and accepts positive feedback					
4. Accepts responsibility and consequences for behavior					
5. Individual goal -					
LEVEL THREE					
1. SHOWS LEADERSHIP - increased self-discipline					
2. HELPS OTHERS - meet their goals and with their work					
3. Demonstrates decision-making skills and helps solve problems					
4. Interacts in Affective group					
5. Individual goal -					

NOTES:

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STUDENT ACCOMPLISHMENT RECORD (POINT SHEET)
Orientation, Level I, Level II

NAME:

DATE:

Academic Responsibilities	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th period	8th period
1. Comes prepared								
2. Begins tasks promptly								
3. Stays on task								
4. Completes tasks								
5. Completes task with quality								
Behavior Responsibilities	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th period	8th period
1. Interacts appropriately with adults and peers								
2. Treats others with respect								
3. Ignores inappropriate behavior of others								
4. Demonstrates responsibility								
5. Individual behavioral goal ____________								
Period Total								

Daily Total 105

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Semester Levels Graph

Weekly			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Trial Dismissal 6 weeks	Demonstrates successful participation in mainstream classes (yes/no)																			
Level III 95% for 30 consecutive days	1. Shows leadership by providing an appropriate role model 2. Assists other students in finding appropriate ways of handling difficult situations 3. Participates in special projects 4. Demonstrates problem-solving and decision-making skills																			
Level II 95% for 20 consecutive days	1. Actively participates 2. Interacts appropriately 3. Accepts responsibility and consequences 4. Gives and accepts feedback 5. Attempts to apply problem-solving and decision-making skills																			
Level I Step C 95% for 5 consecutive days	1. Comes prepared and participates in required class activities 2. Interacts with adults and at least one peer 3. Completes all work and assumes responsibility 4. Works on individual goal	C																		
Step B 90% for 4 consecutive days		B																		
Step A 85% for 4 out of 5 days		A																		
Orientation 10 days	1. Attends school 10 days 2. Meets classroom responsibilities																			
Level D	1. In-school suspension 2. Must earn all points for assigned consecutive days to move off																			
Returned all five days of the week	Parent Progress Reports (yes/no)																			
Returned every 3 weeks	Mainstream Progress Reports																			

Student's Name: ______________________ Dates Covered - From ____________ to ____________

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MAINSTREAM PROGRESS REPORT

Student: ____________________

Teacher: ____________________

Class: ____________________

Date: ____________________

*Please use the scale below to rate the student in the following areas:

5 ** Outstanding
4 ** Good
3 ** Average
2 ** Needs Improvement
1 ** Doing Poorly

BEHAVIOR	________	HOMEWORK	________
ATTITUDE	________	TESTS	________
PARTICIPATION	_____	ATTENDANCE	______

Approximate Average this grading period ____________

COMMENTS: ____________________

If you would like to meet with me to discuss this student, please come see me in room ________; my planning period is ______________.

Please complete this form and return to me as soon as possible. Thank you for your cooperation and most of all your patience.

Teacher ____________________ School ____________________

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Date ____________________

Dear Parents:

I would like to share with you some information concerning your son/daughter ________________________________. I feel his/her work would improve if extra attention were given to the items checked in the "Needs To Improve" column. If the items in the "Has Shown Improvement" column are checked, this indicates progress.

NEEDS TO IMPROVE	ACADEMIC	HAS SHOWN IMPROVEMENT
	1. Completes work	
	2. Works neatly	
	3. Comes prepared to class (books, pencils & paper)	
	4. Completes homework	
	BEHAVIOR	
	1. Follows teacher's directions	
	2. Respects others	
	3. Uses time wisely	
	4. Uses appropriate language	
	ATTENDANCE	
	1. No excessive tardiness in class	
	2. No excessive absences from class	

PLEASE SIGN AND RETURN TO SCHOOL

Thank you,

Teacher ________________________________

School ________________________________

Parent ________________________________

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Name ____________________
School ____________________
Date ____________________

Levels Curriculum Teacher Report

This form is to be completed and returned to the supervisor's office at the end of the first four weeks of school.

1. Describe the rewards and behavior restrictions provided for each level.

   Level D ____________________

   Level I ____________________

   Level II ____________________

   Level III ____________________

2. List the number of students who are presently on each level.

   Orientation ______ Level D ______ Level I ______
   Level II ______ Level III ______ Trial Dismissal ______

3. How often do you hold levels meeting? ____________________.

4. Describe your procedure for implementing Level D.

5. Describe your method for informing deans, principals, assistant principals, of the Levels Curriculum. Note any problems encountered.

6. Attach a copy of the forms you are using to record points, anecdotal records, parent report, progress report for follow-up with mainstream teacher and levels graph.

Levels System Teacher Report (Con't)

7. What changes or adaptations in the Levels Curriculum have you made?

8. Comments, concerns, problems

OPTIONAL CHARTS AND FORMS

OPTIONAL CHARTS AND FORMS

The following forms have been provided for your use on an optional basis.

Daily Levels Graph. This form is used to graph daily percentages of the Level Evaluations.

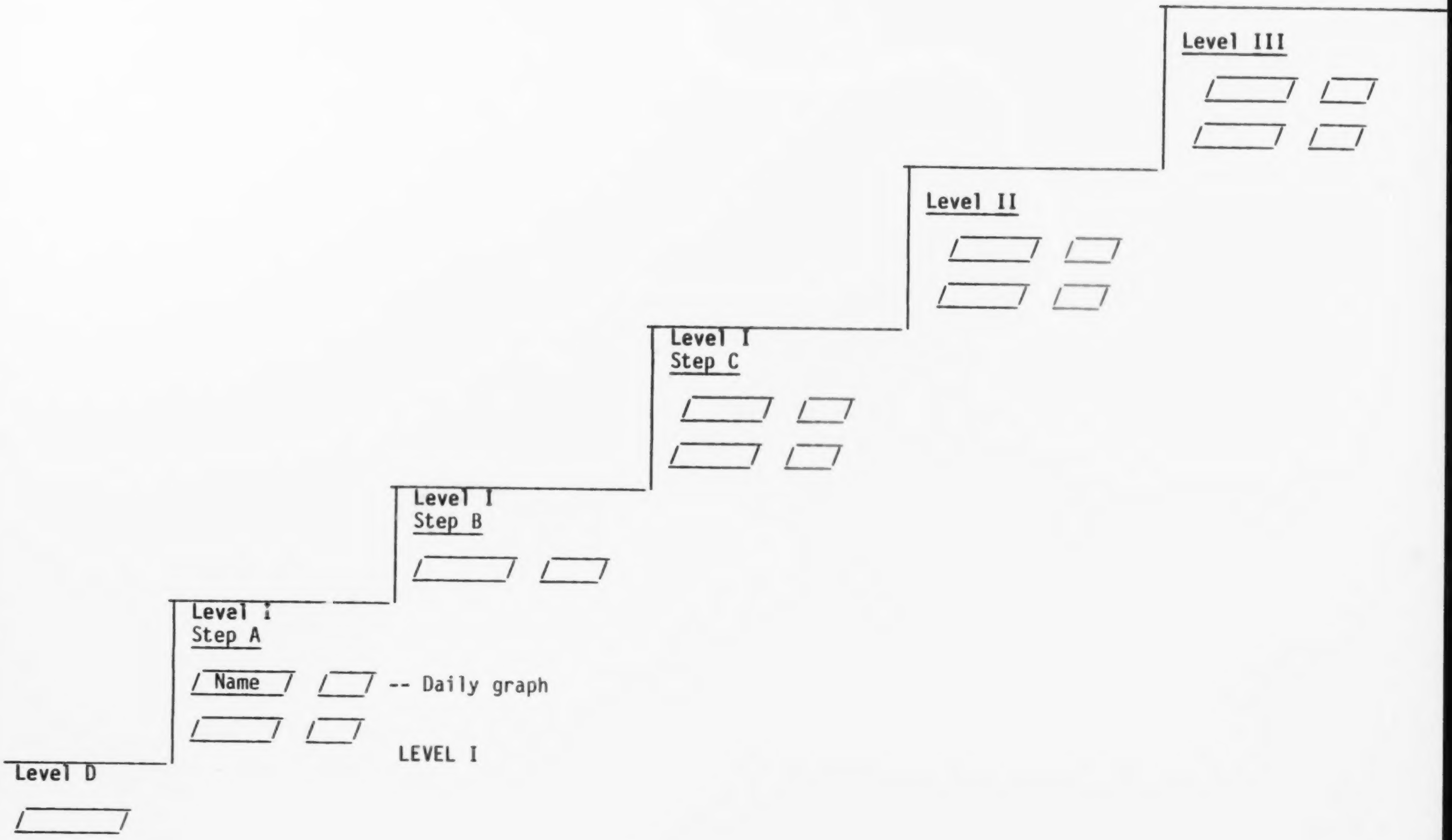
Wall Chart. An exmaple of a bulletin board or wall chart is a visual aide to both students and teachers.

Daily Behavior Report. An alternative to the Parent Progress report which can be used.

Parent Letters. These letters can be sent home to parents when students move from Level I-C to Level II and from Level II to Level III.

DAILY LEVELS GRAPH

WALL CHART


Level III
Level II
Level I
Step C
Level I
Step B
Level I
Step A
Name
-- Daily graph
LEVEL I
Level D

DAILY BEHAVIOR REPORT

Name ______________________ Date ______________

Improvements today ______________________

Was the student's behavior acceptable today?	Good	Fair	Poor	
1. Did the student:				Comments
stay on task	yes	no		
complete all work	yes	no		
raise hand to speak	yes	no		
raise hand to get out of seat	yes	no		
2. Did the student respect all teachers:				
with appropriate language	yes	no		
cooperation and courtesy	yes	no		
no arguments or defiance	yes	no		
3. Did the student respect all students:				
with appropriate language	yes	no		
cooperation and courtesy	yes	no		
no tattling	yes	no		
no arguing	yes	no		
no fighting	yes	no		
4. Did the student act responsibly by:				
coming to class on time	yes	no		
prepared with all class materials	yes	no		
prepared with homework	yes	no		
prepared with signed daily behavior report	yes	no		
prepared with point card	yes	no		
other				
5. Did the student's attitude show maturity	yes	no		

____
Parent

____
Teacher

____
School

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PARENT LETTER - LEVEL II

Dear ______________________________:

How proud we are of ____________________________. ________________ has now reached the criterion to enter Level Two.

While on Level Two, we will focus on the Level Two student's ability to internalize appropriate behaviors and make positive choices. The students will accept more challenging academic tasks and function in a helping role to teacher and peers.

The following are the responsibilities of all Level Two Students:

1. Student participates actively in required classes/activities with minimal disruption.
2. Student interacts with adults and peers appropriately on a frequent basis.
3. Student increases amount and difficulty of class work with quality.
4. Student gives and accepts positive feedback.
5. Student completes homework assignments.
6. Student accepts responsibility and consequences for own behavior.
7. Student demonstrates decision-making/problem-solving skills.
8. Student follows group rules.

Level Two is a very important level. Your son/daughter will have new responsibilities to uphold. To develop independence, teacher praise and points are reduced. With your continued cooperation and support, I feel confident that your son/daughter will be successful

Sincerely,

____
Teacher

____
School

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PARENT LETTER - LEVEL III

Dear ______________________________:

How proud we are of ______________________________. ________________ has now reached the criterion to enter Level Three.

While on Level Three, we will be carefully evaluating the student's ability to internalize appropriate behaviors. The students will be guided in making appropriate decisions.

The following are the responsibilities of all Level Three students:

1. Student will complete all work and daily homework assignments with 80% accuracy.
2. Student will show continued progress in required class activities, as well as special projects.
3. Student will show leadership in class by providing an appropriate role model.
4. Student will demonstrate appropriate decision-making/problem-solving skills.
5. Student interacts with adults and peers appropriately on a frequent basis.
6. Student accepts responsibility and consequences for own behavior.
7. Student assists other students in finding appropriate ways of handling difficult situations.
8. Student interacts in affective group; gives and accepts feedback.

Level Three is a very important Level for your child. He/she will be assuming added responsibilities necessary to become a successful member of society. With your continued cooperation and support, I feel confident that your son/daughter will be successul.

Sincerely,

____
Teacher

____
School

OTHER FORMS

INTEREST SURVEY - BEHAVIOR MANAGEMENT

1. What do you like to do at home? ______________________________
2. What do you like to do at school? ______________________________
3. What is your favorite TV show? ______________________________
4. What is your favorite color? ______________________________
5. What is your favorite thing to eat? ______________________________
6. What is your favorite thing to drink? ______________________________
7. What books do you like? ______________________________
8. If you had all the money in the world, what would you buy? ______________________________
9. If you had all the money in the world, where would you go? ______________________________
10. Who is your favorite teacher at school? ______________________________
11. Who do you like most in the world? ______________________________
12. I am the happiest when ______________________________
13. I get so angry when ______________________________
14. I wish ______________________________

______________________________ ______________________________
Name Date

BEST, FDLRS
EH/85

DISCIPLINE PLAN FOR THE SUBSTITUTE TEACHER

Dear Substitute Teacher:

The following are the guidelines for the Discipline Plan in the classroom. Please follow these guidelines exactly. Leave me a list of each student who breaks one or more rules.

Classroom Rules

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

When A Student Breaks A Rule

1st consequence ____________________
2nd consequence ____________________
3rd consequence ____________________
4th consequence ____________________
5th consequence ____________________
Severe clause ____________________

When Student Behaves

____
____
____
____

This can be done in wall chart form for easy access.

BEST, FDLRS
EH/85

Dear Parent:

In order to provide an adequate learning environment for all the students in my classroom, I am utilizing the following Discipline Plan:

Philosophy:

I believe all my students can behave appropriately in my classroom. I ask that student behavior not disrupt my teaching or any student's learning.

Class Rules

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

If A Student Chooses To Break A Rule

1st consequence ____________________
2nd consequence ____________________
3rd consequence ____________________
4th consequence ____________________
5th consequence ____________________
Severe disruption ____________________

Students Will Earn For Appropriate Behavior

____
____
____

It is in your child's best interest that we work together. I will be in close contact with you regarding your child's progress in my classroom. Please sign the sheet below and have your child bring it to school tomorrow. If you have any questions or comments, please feel free to call me.

Sincerely Yours,

____
Teacher/School

Dear

I understand the Discipline Plan for your classroom.

____
Parent/Guardian Signature

BEST, FDLRS
EH/85

BEHAVIOR AGREEMENT

I've got an offer you can't refuse!

If ____ can

____

____

for ____________________, then ____________________ will

receive ____

____.

Student Signature ____________________

Teacher Signature ____________________

Teacher Signature ____________________

Parent Signature ____________________

Date ____________________

EH/85

BEHAVIOR AGREEMENT

Agreement for: ______________________________

______________________________ has chosen to work on ______________________
____.

______________________________ knows that the respect of teachers, parents, and friends will be earned by being a good student.

Each day the teachers will rate ______________________________ according to the following scale:

5 - stayed on task all the time
4 - stayed on task most of the time
3 - stayed on task some of the time
2 - seldom on task
1 - off task all the time

When ______________________________ earns 5 agreements that average 4.0 or higher, a reward of a free interest period on Friday will be earned.

____
Student Signature

____
Teacher Signature

____

____

____
Date

STRESS LEVEL SCALE

Name ______________________________

Date ______________________________

1. 0 1 2 3 4 5 6 7 8 9 10

Relaxed So-So Tense

2. 0 1 2 3 4 5 6 7 8 9 10

Relaxed So-So Tense

TAKE-5
STRESS REPORT

1. 0 5 10

2. 0 5 10

3. 0 5 10

4. 0 5 10

5. 0 5 10

6. 0 5 10

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BEHAVIOR MANAGEMENT BIBLIOGRAPHY

Name: Developing Student Discipline and Movitation

Authors: Martin, Reed and Lourdison, David

Publisher: Research Press
Champaign, IL 1974

Description: This book is presented in a workshop format. It details methods for structuring learning in a responsive environment and offers alternatives to threats, physical punishment, medication and excluding children from school. Available FDLRS.

Name: New Tools for Changing Behavior

Authors: Deibert, Alvin and Harmon, Alice

Publisher: Research Press
Champaign, IL

Description: This volume is an introduction to the non-psychologist to the specifics of practical behavior modification by reinforcement. Technical terms are avoided and every day concepts are used. Concrete examples provided. Available FDLRS.

Title: How You Can Help Children Learn Behavior Controls

Author: Wright School

Publisher: The North Carolina Re-Education Center, 3132 Roxboro Road,
Durham, NC 27704 FREE

Description: Techniques for Behavior Management

Title: Assertive Discipline: Inservice Packet

Author: Canter, Lee and Marlene

Publisher: Canter and Associates, California, 1979

Description: Techniques for classroom management

Title: Behavior Disorders: Helping Children with Behavior Problems

Author: Parks, A. L.

Publisher: Teaching Resources Corp, Hingham, MA 1977

Description: This book is part of the Mainstreaming Series. The books in the series are categorized by exceptionality. This volume address itself to behaviors and how teachers can work with these behaviors. Available FDLRS.

*See also, Don't Do That and Other Counseling Strategies for the Chronically Disruptive under affective bibliography.

Name: Creative Ideas for Teaching Exceptional Children

Publisher: Love Publishing Company

Description: Techniques for enhancing the exceptional classroom. Available FDLRS.

AFFECTIVE BIBLIOGRAPHY

Title: Don't Do That and other Counseling Strategies for the Chronically Disruptive

Author: Donna Eyde, Albert Fink

Publisher: Eric Counseling and Personnel Services Clearinghouse
School of Education
University of Michigan
Ann Arbor, MI 48104

Description: Counseling techniques, curriculum modifications, management alternatives and motivational stragegies in dealing with chronically disruptive student.
Available FDLRS.

Title: Behavior Problems

Authors: Bruce Baker, Alan Brightman, Lois Heifetz, Diane Murphy

Publisher: Research Press Company
2612 North Mattis Avenue
Champaigne, IL 61820

Description: Parent training manual. Good basic procedures for behavior management.
Available FDLRS.

Title: Inviting School Success--A Self-concept Approach to Teaching and Learning

Author: William Watson Purkey

Publisher: Wadsworth Publishing Inc.
Belmont, CA

Description: Methods and obstacles to increasing self-concept in the classroom.
Available FDLRS.

Title: Put Your Mother on the Ceiling

Author: DeMille, Richard

Publisher: Penquin Books
625 Madison Avenue
New York, NY 10022

Description: Imagery to read to class during relaxation period

Title: Values Clarification

Authors: Sidney Simon, Leland W. Howe, Howard Kirschenbaum

Publisher: A & W Publishers, Inc.
95 Madison Avenue
New York, NY 10016

Description: Seventy-nine activities to develop and examine values in elementary, middle, and high school students.
Available at bookstores.

Title: BCP Methods Cards--Social Skills

Author: Stuck, Richard, Project Director
701 Ocean Street
Room 200
Santa Cruz, CA 95060

Description: The fourth of five books developing independent timing skills. Approximately 260 elementary/middle school activities to develop social skills; such as attendance, impulse control, social eating, and task completion.
Available FDLRS.

Title: T.A. for Teens (and other Important People)

Author: Alvyn M. Freed

Publisher: Jalmar Press, Inc.
Sacramento, CA 95819

Description: Includes instruction in basic transactional analysis principles and techniques with exercises for personal use and applied practice exercises.
Available at bookstores.

Title: Skillstreaming Adolescents

Author: Goldstein, A.P., Sprafkin, R.P., Gershow, N.S., Klein, P.

Publisher: Research Press Company
Champaign, IL

Description: This book focuses on affective skill building as opposed to descriptive classroom behaviors or troublesome youth; Skill lesson plans are presented.
Available Department of Psychological Services.

Title: Toward Affective Development

Publisher: American Guidance Service
Publishers' Building
Circle Pines, MN 55014

Description: TAD is an activity-centered program which stimulate affective development with students in grades 4-6. Lessons can be used in small or large group settings.
Available FDLRS.

Title: Pulse-rate Relaxation Techniques

Author: Pinellas County Health Curriculum

Publisher: Pinellas County Health Curriculum

Description: An indepth relaxation technique with built in self-evaluation method.
Available from Health Education Supervisor, Harris Curriculum Center.

Title: Classroom Activities for Teacher of Emotionally Handicapped Students also known as Home Cookin'

Author: Mark Twain School
Reprinted through Florida Department of Education

Description: Excellent source of structured, daily, affective activities.
Available FDLRS, EH/SED Department.

Title: Social Skills Training and Stress Management: A Program for Emotionally Handicapped Students, Volumes 1, 2

Author: Kroungold, Mitchell, Ph.D., et al

Publisher: Pinellas County School Board
Department of Psychological Services

Description: Activities worksheets for developing social skills, relaxation techniques, and problem sovling skills, grades 4-12. Piloted grant project 1981. Although activities inlcude participation of two adults it can be adapted.
Available FDLRS.

Title: Going Places with your Personality

Publisher: Scholastic

Description: Book to help students develop desirable attitudes and habits in their relationships with others.
Available FDLRS.

Title: The Family Circle

Publisher: Barr Films

Description: Four filmstrips and four tapes designed to discuss three types of families: divorced, widowed, and adoptive.
Available FDLRS.

Title: Why Don't People Say What They Mean

Author: Mark Twain School

Publisher: Barr Films

Description: Filmstrip/cassette designed to help students become aware of the differences between what people say and what they actually mean.
Available FDLRS.

Title:	Fuzzies
Author:	Argus
Publisher:	Same
Description:	Conveys to students the joys of sharing and the consequences of greed. Filmstrip Available FDLRS.

Title:	Sensitivity
Publisher:	D.L.M.
Description:	Cards present problems shared by most young people in middle and high school. Available FDLRS.

Title:	Points of View
Publisher:	D.L.M.
Description:	Cards depict situations involving people with conflicting views which help students to better understand the needs and values of people who disagree. Available FDLRS.

Title:	Values
Publisher:	Xerox Education Publishers
Description:	Seven filmstrip/cassette programs that focus attention on strengths and weaknesses of value systems. Available FDLRS.

Title: You, Family Life Books I & II, Manners

Author: Frank Richards

Publisher: Same

Description: Social Adjustment texts and workbooks.
Available FDLRS.

Title: Relaxation: A Comprehensive Manual for Adults and Children

Publisher: Research Press

Description: Manual with the unique aspect of teaching relaxation to special needs population.
Available FDLRS.

Title: I Live Here Too

Publisher: Humanics Limited

Description: Book for teachers to develop self-awareness in children. Includes "action" section to facilitate personal growth tasks.
Available FDLRS.

Title: Roll-A-Role

Publisher: The Ungame Co.

Description: Non-competitive game for ten or more players. Participants roll cubes to determine roles and interact as characters would.
Available FDLRS.

Title: Transition Series: I - V

Author: Frank Richards

Publisher: Americal Guidance Service

Description: Five modules of activities designed to develop affective skills.
Available FDLRS.

Title: The IALAC Story

Author: Argus

Publisher: Argus

Description: Filmstrip on the needs all have to give and receive personal affirmation.
Available FDLRS.

Title: The Adolescent Experience Series

Author: Guidance Associates

Publisher: Guidance Associates

Description: Filmstrips and cassettes on identity, understanding, emotions, interpersonal relationships, forming beliefs, and setting goals.
Available FDLRS.

Title: Discovering Your Personality: The You Others Know

Author: Guidance Associates

Publisher: Guidance Associates

Description: Filmstrip, cassette, and record on distinguishing between personality and character.
Available FDLRS.

Title: Effective/Affective: Teacher Made Materials for Affective Teaching

Publisher: FDLRS/Media

Description: Teacher made materials for groups.

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Wright School. (1982). How You Can Help Children Learn Behavior Controls. Durham, NC: North Carolina Re-Education Center.

Vorath, H., Brendtro, L. (1985). Positive Peer Culture. New York: Aldine.